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ABSTRACT

In 1982-83, the Austin (TX) Independent School District chose to use its Chapter 2-Formula funds for two sets of activities: bus monitors and extracurricular transportation for desegregation purposes. This report summarizes the evaluation findings for these two activities, as well as what happened to programs funded under the Emergency School Aid Act in 1981-82. The appendices contain detailed information concerning the evaluation: (1) director-administrator interviews, (2) activity resources instrument, (3) parent survey, (4) bus driver interview, (5) bus monitor interview, (6) base supervisor interview, (7) bus monitor observation narratives, (8) administrator survey for the bus monitor activity evaluation, (9) teacher survey for the bus monitor activity evaluation, (10) administrator survey concerning the extracurricular transportation activity, (11) campus extracurricular transportation coordinator interview, and (12) dispatcher survey for the extracurricular transportation evaluation. (PN)

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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

CHAPTER 2 FORMULA

1983-84 Final Technical Report

June 30, 1983

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TM 830 622

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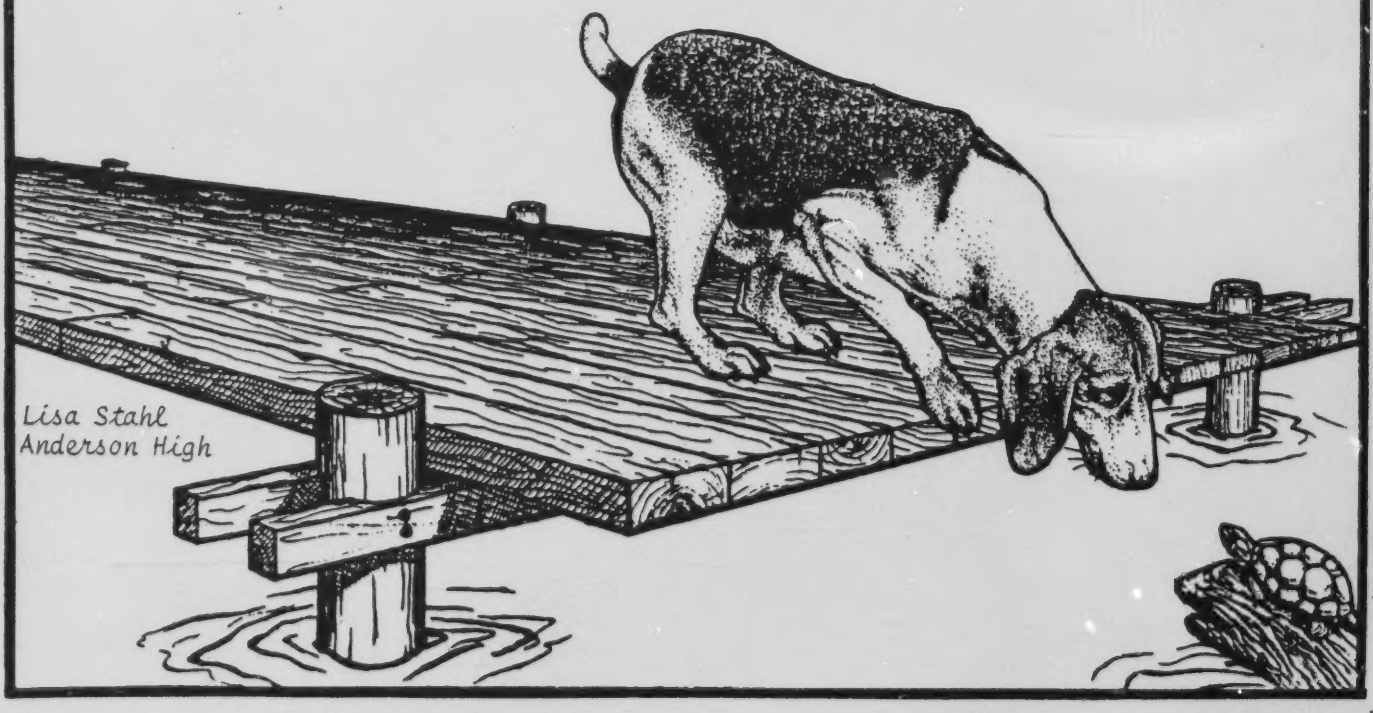
The First Look at Chapter 2 -- Formula

1983



Lisa Stahl
Anderson High

What is Chapter 2—Formula?

In 1981 the Congress consolidated several educational laws into one act, the Education Consolidation and Improvement Act (ECIA). The bulk of the consolidation is contained in Chapter 2 of the Act. Programs previously established under other federal legislation were grouped into three subchapters:

- Subchapter A—Basic Skills Development
- Subchapter B—Educational Improvement and Support Services
- Subchapter C—Special Programs

The purpose of Chapter 2 is to supplement local district funds in one or more of the areas defined by the subchapters. Examples of programs consolidated under each subchapter are listed in Figure 1. Concurrent with the consoldation of programs was a reduction in the total funds available to school districts. A state receives Chapter 2 funds based on its population of school-aged children and in turn allocates at least 80% of these funds to local school districts. The districts receive an initial allocation based on student enrollment. A supplementary sum is also allocated based on the number of students whose education imposes a higher than average per-pupil cost on the district. Under the Texas formula, districts earn the supplement based on how many low-income students, neglected and/or delinquent children, students of limited English proficiency, and handicaped students they have. Altogether, AISD received $404,918 for the 1982-83 school year. The activities described in this report were funded from Chapter 2 money allocated by formula, hence the program is named Chapter 2—Formula. The remaining 20% is used, within certain guidelines, how ever the state education agency decides it should be used. Activities funded with these discretionary monies are collectively referred to as the Chapter 2—Discretionary Program.

FINAL REPORT

Project Title: Chapter 2—Formula

Contact Person: Walter Davis, David Doss

Major Positive Findings:

1. Parents, teachers, and campus administrators all think that it is important that bus monitors be provided on the busses their children and students ride.

2. Parents, teachers, and campus administrators generally are satisfied with the performance of the bus monitors.

3. Campus administrators report few problems with the extracurricular transportation provided to their schools.

Major Findings Requiring Action:

1. On-the-bus observations revealed a great variation in the effectiveness of bus monitors. There is no clearly estabilshed standard operating procedure applicable to this position, and consistent supervision of the monitors appears to be lacking.

2. Parents, teachers, principals, and base supervisors all recognize the need for improved training of bus monitors.

3. The funding reduction which occurred with the consolidation of programs into Chapter 2 severely reduced the number of programs funded in AISD, and the level of funding of those which survived was severely reduced.

Evaluation Summary:

AISD received $404,918 in Chapter 2—Formula funds for the 1982-83 school year. The District chose to use its formula funds for two sets of activities in Subchapter B, bus monitors and extracurricular transportation for desegregation purposes. The Chapter 2—Formula Evaluation was conducted to meet the assurances made by the District in applying for Chapter 2 funds. The following report summarizes the

findings of the evaluation. For more detailed info mation, the reader is referred to the FINAL TECHNICAL REPORT: Chapter 2--Formula, publication number 82.78.

This report is divided into three sections. The first section reports on what happened to programs funded under the Emergency School Aid Act (ESAA) in 1981-82. The second section reports evaluation results for the bus monitor program. The final section reports evaluation results about the extracurricular transportation program.

THE EFFECTS OF ECIA ON FORMER ESAA PROGRAMS

The Emergency School Aid Act was the largest of the federal programs present in the District which were consolidated into Chapter 2, and it is the only one for which information could be found. Figure 2 shows the current status of the various 1981-82 ESAA-funded programs. Of the 11 programs listed, four were discontinued completely (ABC Schools, Minority Leadership, Staff Support Team, and Site Monitors). Three programs were greatly reduced in funding and funded from left-over ESAA funds (SCLR Augmentation, Management, and Outdoor Learning). The Learning Resources Center supplement was continued under local funding. And three programs were reduced in funding and supported from Chapter 2 (Bus Monitors, Extracurricular Transportation, and Evaluation). It seems clear that the reduction of funds occurring concurrently with the consolidation of programs severely reduced the number of programs funded within AISD, and the level of funding of those which survived was also drastically reduced.

Chapter 2 Subchapter	Example Programs
A. Basic Skills Development	State basic skills improvement program (ESEA, Title II) Special programs for improving basic skills (ESEA, Title II)
B. Educational Improvement and Support Services	Instructional materials and school library resources (ESEA, Title IV) Guidance, counseling, and testing (ESEA, Title IV) Emergency school aid (ESAA, Title VI) Precollege science teacher training (NSFA)
C. Special Projects	Metric education (ESEA, Title III) Law-related education (ESEA, Title III) Dissemination of information (ESEA, Title III) Community schools (ESEA, Title VIII) Gifted and talented children (ESEA, Title IX) Career Education Incentive Act.

Figure 1. EXAMPLES OF FEDERAL EDUCATION PROGRAMS CONSOLIDATED INTO CHAPTER 2 OF ECIA.

Program and Status	Federal Funds 1981-82	1982-83
Discontinued Programs		
Austin Bilingual-Cross Cultural Schools	69,715	-0-
Minority Leadership Training Program	10,065	-0-
Staff Support Team	53,344	-0-
Site Monitors	298,662	-0-
Continued at Reduced Levels		
Evaluation and Information Provision	62,263	9,497
Extracurricular Transportation	280,666	175,968
Bus Monitors	302,269	204,988
School-Community Liaison Representatives (SCLR) Augmentation	624,414	37,116*
ESAA Management	124,444	40,572*
Outdoor Learning	87,636	49,415*
Continued Under Local Funding		
Learning Resource Center	172,381	-0-
Total	2,085,859	517,556

*Funded from carryover funds.

Figure 2. FATE OF PROGRAMS FUNDED FROM ESAA FUNDS IN 1981-82.

BUS MONITORS

Chapter 2 funds in the amount of $204,988 were used to pay the salaries of fifty part-time bus monitors. Bus monitors for desegregation bus routes were first employed during the 1980-81 school year. It is their job to provide assistance to students in paired schools who ride the bus to school. The fourteen schools served by bus monitors are: Allan, Barton Hills, Bryker Woods, Casis, Govalle, Highland Park, Metz, Norman, Oak Springs, Rosewood, Sanchez, Sims, Sunset Valley, and Wooten.

Evaluation activities included the following:

- sending questionnaires to teachers and campus administrators (principals and assistant principals);
- interviewing parents, bus monitors, bus drivers, and transportation base supervisors;
- and carrying out on-the-bus observations.

How important is the bus monitor program to parents, teachers, and administrators?

Parents, teachers, and campus administrators all agreed that the bus monitors provide a needed service to their children and their students. Figure 3 shows the percentage of each group who agreed with the statement, "The bus monitor activity is important."

Group	N	Agree	Disagree	Neutral or Do Not Know
Parents	34	91%	3%	6%
Teachers	143	74%	6%	21%
Administrators	16	88%	0%	13%

Figure 3. THE NUMBER AND PERCENTAGES OF ADMINISTRATORS, PARENTS, AND TEACHERS RESPONDING TO THE FOLLOWING ISSUE: "THE BUS MONITOR ACTIVITY IS IMPORTANT."

How satisfied are they with the performance of bus monitors?

The same groups were also asked how satisfied they were with the performance of bus monitors. They were not in as much agreement about the performance of the monitors as about the need for the program. Considering only those who stated an opinion one way or another, it is clear from Figure 4 that the parents were the least positive group. The ratios of positive to negative endorsements by the groups were generally positive in direction—about 2:1 for parents, 4:1 for teachers, and 8:1 for administrators.

Group	N	Satisfied	Dissatisfied	Neutral or Do Not Know
Parents	34	68%	30%	3%
Teachers	142	46%	12%	43%
Administrators	17	47%	6%	47%

Figure 4. THE NUMBER AND PERCENT OF ADMINISTRATORS', PARENTS', AND TEACHERS' DEGREE OF AGREEMENT WITH THE STATEMENT, "HOW SATISFIED ARE YOU WITH THE PERFORMANCE OF BUS MONITORS?"

What do these groups and others see as problems with the bus monitor program?

While the level of satisfaction with the bus monitor program was reasonably high, the interviews, questionnaires, and observations revealed several interlocking "problems" associated with the performance of the monitors. The first is a lack of standard operating procedures. Reading the narratives of the observations gives the clear impression that the training of monitors consists of giving them a few general instructions as to what they are to do on their job and putting them on a bus. The variation is great among monitors in how they board students, how they seat them, where they sit, how they approach the supervision of the students, and how they exit students. As a result, some routes run extremely smoothly while others border on bedlam. The lack of standard operating procedures has safety implications. For example, in an emergency situation, those busses that use a routine, orderly exiting procedure when they arrive at the school would probably evacuate the bus more quickly and with more order than those busses where students push, shove, and exit the bus in a stampede when they arrive at school.

There also appears to be no good way for base supervisors to know what is actually happening on the bus routes. This became apparent when the responses of monitors, drivers, and base supervisors were compared on the question, "What are the most important duties that a bus monitor performs?" Drivers and monitors most frequently answered that keeping students in their seats was the most important task. Base monitors, and incidentally many parents as well, answered that the most important task was helping students across the street, an action only rarely observed during 20 observations.

Despite the fact that the District has a number of experienced, dedicated monitors who do an excellent job, attracting a stable, reliable group of bus monitors who are interested in the job seems to be the second problem area. Monitors work a split shift totaling about 4.5 hours a day. The pay is less than five dollars an hour. As a result, both absenteeism and employee turnover appear high. Monitors were absent on 15% of the routes observed, a finding which is consistent with the figures reported by several base supervisors. Those who were observed had one year and three months of experience on the average, but the range was from three years to one day. Some of the monitors are high school students, and many have received no training in techniques of how to maintain order on the bus. Some drivers and supervisors complain that the younger monitors are lacking in the skills necessary to supervise a bus load of youngsters. People suitable for this job undoubtedly exist in this city; however, no mechanism seems to exist to bring them to the door of the Transportation Department.

The third problem area deals with the supervision of secondary students. On the morning bus routes, after leaving the elementary students at their school, the bus picks up secondary students and takes them to school prior to returning to the base. As a rule, the monitors do not supervise these students. This creates some morale problems with drivers because the monitors are being paid even though they are only riding the bus. However, the general impression of base supervisors and others is that the monitors are not adequately trained to supervise these older students.

The fourth problem area is TRAINING. People are not born knowing how to be bus monitors. Yet the range of monitor behavior evident in the observation narratives implies that the training given the monitors is minimal or nonexistent. In fact, only 47% of the monitors reported receiving any job training, and half of those who were trained thought the training they received was inadequate.

The need for more and better training is evident to all groups. Parents, teachers, administrators, and supervisors were all asked to complete the open-ended question, "The best way to improve the bus monitoring process might be to . . ." Figure 5 shows that for three groups, teachers, supervisors, and administrators, the most common response was to improve the training of monitors. The parents' most

	Responses		
Group	Most Common Response	Second Most Common Response	Third Most Common Response
Parents	Changes in monitors' behavior toward students	Changes in operating procedures	Changes in monitor's hiring procedures
Administrators	Improve monitors' training	Expand the bus monitor program	Develop a bus-site monitor position
Teachers	Improve monitors' training	Changes in monitors' student supervisory procedures	Changes in monitor's hiring procedures
Base Supervisors	Improve monitors' training	Have monitors supervise secondary students	Change in monitor's hiring procedures

Figure 5. RESPONSES TO THE STATEMENT, "THE BEST WAY TO IMPROVE THE BUS MONITORING PROCESS MIGHT BE TO...."

common response also implies the need for training in how to supervise the children. The drivers were asked if there is anything the monitors should do that they are not currently doing. Most did not have any suggestions, however, three of the eight who did have suggestions responded in ways that suggested a need for more training. The areas listed below stand out as areas where additional training is needed.

- First aid.
- Exit door operation and use.
- Emergency procedures.
- Training in student supervision.

The Transportation Department perceives that it is faced with tremendous challanges to address with limited manpower and budget resources. As a result, improvement in the performance of bus monitors appears to be given a low priority. Transportation personnel may be giving the maximum time and attention possible to the selection, training, and supervision of bus monitors given the resources available to them. Given the difficult economic situation in which the District finds itself, more resources may not be appropriate, especially since the program generally receives passing marks from parents, teachers, and administrators. On the other hand, an examination of the narratives of the on-the-bus observations shows that in many instances the funds going to bus monitors are not adding much to the safety and comfort of the students.

Considering this situation raises the question of whether another arrangement might be more appropriate? Can other departments be convinced to provide the training for bus monitors? Can part of the Chapter 2 funds be used to supply the training? Would the principals have better luck in locating long-term prospects to become bus monitors?

One solution that has been suggested is to tie a number of part-time positions together to make full-time positions of which bus monitoring is a part. In one actual case, the monitor catches the bus at its first stop in the morning. She rides to school where she works as a breakfast monitor. Later she works as a lunch monitor. Before and after lunch she donates her time to the school. In the afternoon she rides the bus home as a bus monitor. This approach has the additional advantage of helping the monitor become an integral part of the school to which she is assigned. A concerted effort by principals, Personnel, and Transportation to provide full-time employment in this model might be fruitful.

EXTRACURRICULAR TRANSPORTATION

The Extracurricular Transportation Activity was the other Subchapter B component the District chose to fund with Chapter 2—Formula funds. This activity was funded at $175,968. The school assignment changes of the District's desegregation plan created problems in ensuring that all students have access to participation in extracurricular activities. The funds were used to provide reassigned students with transportation to and from extracurricular activities.

These services were provided to all junior high schools and to all high schools except LBJ. Generally, two extracurricular bus routes were provided to each school daily. They arrived after the regular bus runs had taken most students home. The first of the extracurricular runs was called the "Activity Run" and was intended for use by students who remained at school for an extracurricular activities such as band, drill team, or a club activity. The later bus, the "Athletic Run," was intended for use by students who were involved in athletic practice. In addition, schools sometimes required early busses to bring students to school for preschool activities.

Sometimes problems arise at a school concerning extracurricular transportation. For example, there are no students at the school who need to catch the Activity Run. It is the job of a designated assistant principal, the campus extracurricular transportation coordinator (CETC), to contact the Transportation Department to cancel the Activity Run. On the other hand, if the Activity Run bus is going to be late, it would be the responsibility of the base dispatcher to let the CETC know that the bus will not arrive as scheduled.

The evaluation data collected about the extracurricular transportation activity consisted entirely of interview and questionnaire information from persons involved with the program—interviews with CETC's and transportation base dispatchers and questionnaire items sent to secondary principals and assistant principals. The evaluation focused on learning how the transportaton bases and the schools communicated with each other and what problems they saw from their perspectives. In addition, administrators were asked whether problems with the service existed at their schools. They were provided with an opportunity to comment.

Satisfaction With the Program

In general, the principals and assistant principals did not report any major problems with the service. Only 17 of 61 reported problems. The most frequent negative comment implied that having the busses available encourages students who are not involved in extracurricular activities to remain at school and in the general area. The administrators saw this as creating problems in student supervision.

Problems From the CETC's Point of View

The CETC's are the administrators with the closest day-to-day contact with the extracurricular bus service, yet only 3 of 19 reported any problems with the service. When asked how the school responded to a change in the need for extracurricular transportation, only three reported that they contacted the base dispatcher. The other schools contacted the main transportation office directly.

Problems From the Base Dispatcher's Point of View

The base dispatchers reported that sometimes the schools requested either too many or too few busses or gave insufficient notice of the need for changes in the established request for busses. Within their department they reported problems of sometimes not having enough busses or enough large busses available. Only two of the eight dispatchers reported contacting school administrators when they needed to report a problem to the school. Three contacted office personnel, and two contacted activity sponsors. While the reported level of problems appears to be low, the level of contact between CETC's and base dispatchers is also low. It may be that having CETC's has focused attention on the need for communication between the schools and the Transportation Department. Therefore, while there is little direct communication between CETC's and base dispatchers, the communication between other school personnel and Transportation has been adequate to keep the number of reported problems low.

In summary the extracurricular transportation service appears to be functioning well.

Bibliography

EVALUATION DESIGN: Chapter 2--Formula. Austin, TX.: Office of Research and Evaluation (Pub. No. 82.22), Austin Independent School District, October 1982.

> The evaluation design describes the evaluation plan for Chapter 2--Formula Evaluation. It includes a project and evaluation summary, major decision and evaluation questions to be addressed, dissemination plans, information sources to be used, data to be collected in the schools, and evaluation resources.

TECHNICAL REPORT: Chapter 2--Formula. Austin, TX.: Office of Research and Evaluation (Pub. No. 82.78), Austin Independent School District, June 1983.

> This technical report includes procedures and results for a variety of information sources used by Chapter 2--Formula evaluation staff. This report is divided into three evaluation studies: evaluation of Chapter 2 block grant funding, the bus monitor activity, and extracurricular transportation.

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Chapter 2--Formula

Appendix A

DIRECTOR-ADMINISTRATOR INTERVIEWS

INSTRUMENT DESCRIPTION: Director-Administrator Interviews

Brief Description of the instrument:

A series of structured and unstructured interviews. Questions were unique for each interview and were developed when the need for information or clarification concerning evaluation issues arose.

To whom was the instrument administered?

Interviews were conducted with the Chapter 2 Grant Planning Administrator and the District's Transportation Director.

How many times was the instrument administered?

Numerous times throughout the 1982-83 school year.

When was the instrument administered?

Interviews began in September 1982 and have been ongoing throughout the Chapter 2--Formula Evaluation process.

Where was the instrument administered?

Usually in the office of the person being interviewed.

Who administered the instrument?

The Chapter 2--Formula Evaluator and Intern.

What training did the administrators have?

General training in interviewing techniques.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

No.

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DIRECTOR-ADMINISTRATOR INTERVIEWS

Purpose

The interviews were designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

Chapter 2 Block Grant Funding Evaluation

Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?

Evaluation Question D1-1: Are the activities that are funded from monies now included in the Chapter 2 block grant continuing under other funding sources? If so, at what levels?

Evaluation Question D1-2: Are bus monitors meeting the needs of the students and schools they serve?

Evaluation Question D1-3: Does the Chapter 2 funded extracurricular program meet its specified goals?

Bus Monitor Activity

Decision Question D2: Should AISD continue to fund bus monitors from Chapter 2? If so, are program alterations necessary?

Evaluation Question D2-5: Are the characteristics of the students and schools served taken into consideration in the assignment of bus monitors?

Evaluation Question D2-6: Do all appropriate routes for K, 1-3 schools have bus monitors?

Evaluation Question D2-7: What are the primary duties and responsibilities of bus monitors?

Evaluation Question D2-9: Can the management of the bus monitor be improved?

Extracurricular Transportation Activity

Decision Question D3: Should the Austin ISD continue to use Chapter 2 funds to provide transportation for extracurricular activities?

Evaluation Question D3-1: What kinds of extracurricular transportation activities are provided to schools?

Evaluation Question D3-2: What types of extracurricular transportation activities are funded by Chapter 2 monies?

Evaluation Question D3-3: How is extracurricular transportation coordinated between the schools and the Department of Transportation?

Evaluation Question D3-4: Are there ways in which the provision of extracurricular transportation could be improved and/or be made more cost effective? From the Transportation Department's perspective? From the schools' perspective?

Procedure

The evaluation of the use of Chapter 2--Formula funds is required by law. The AISD receives Chapter 2--Formula money from the federal government through the Texas Education Association to fund educational improvement and support services. Austin Independent School District has chosen to use its funds for two sets of activities in Subchapter B: bus monitors and extracurricular transportation. Attachment A-1 lists ECIA Chapter 2 Activities by subchapter. The evaluation focused on:

a. An examination of the current status of AISD activities which were previously funded by programs consolidated into the Chapter 2 block grant.

b. An examination of the effectiveness of activities funded under Chapter 2 and the areas of functioning in which improvement is needed.

The interviewing process began in early fall 1982. It was designed to gather information necessary for the evaluation activities included in the Chapter 2--Formula Evaluation Design. The topics covered included the ten 1981-82 ESAA funded activities that composed the District's Supportive Services Program, and Bus Monitor and Extracurricular Transportation Activities.

Instrument. The Director-Administrator Interviews were developed by Office of Research and Evaluation staff. The interviews were a series of structured and unstructured questions developed to assist in the development and implementation of the evaluation process. Input used to develop questions was provided by the Chapter 2--Formula Evaluator and Intern.

Interviewees. The Chapter 2 Grant Planning Administrator is in charge of a management component responsible for monitoring the proper use of funds as well as developing new applications. The Transportation Department Director is responsible for the overall planning and operation of the District's transportation system. These persons were selected as interviewees because of their working knowledge of the activities included in the Chapter 2--Formula Evaluation.

Implementation. Interviews with the Chapter 2 Grant Planning Administrator and the Transportation Department Director began in early fall 1982 and have continued throughout the Chapter 2--Formula evaluation process. Interviews were scheduled whenever new information or clarification of existing information was required.

Results

The interviews conducted with the Chapter 2 Grant Planning Administrator and the Transportation Department Director did not directly result in any evaluation findings. The interviews' importance lies in the fact that they provided background information in developing and conducting Chapter 2--Formula evaluation activities. These interviews provided general and specific background information concerning the current status of AISD activities which were previously funded by programs consolidated into the Chapter 2 block grant and the effectiveness of the activities funded under Chapter 2: the bus monitor and extracurricular transportation activities. More objective information was obtained from other sources through interviews, surveys, and content analysis techniques. This information is presented in Appendices B-L. The reader is referred to these other appendices in the findings volume for evaluation findings.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

227 - 901
Co.-Dist. No.

AUG 10 1982
Date Submitted

SCHEDULE #13—Distribution of Funds

ECIA, Chapter 2

Distribution of Fiscal Year 1983 funds allocated for Chapter 2 activities:

$ _____ Subchapter A—Basic Skills Development

$ _____ 1. State basic skills improvement program (ESEA, Title II)
_____ 2. Special programs for improving basic skills (ESEA, Title II)

$ 404,918 Subchapter B—Educational Improvement and Support Services

$ 14,465 1. Instructional materials and school library resources (ESEA, Title IV)
_____ 2. Improvement in local educational practices (ESEA, Title IV)
_____ 3. Guidance, counseling, and testing (ESEA, Title IV)
390,453 4. Emergency school aid (ESEA, Title VI)
_____ 5. Precollege science teacher training (NSFA)
_____ 6. Teacher corps and teacher centers (Higher Education Act of 1965)

$ _____ Subchapter C—Special Projects

$ _____ 1. Metric education (ESEA, Title III)
_____ 2. Arts in education (ESEA, Title III)
_____ 3. Preschool partnership programs (ESEA, Title III)
_____ 4. Consumer education (ESEA, Title III)
_____ 5. Youth employment (ESEA, Title III)
_____ 6. Law-related education (ESEA, Title III)
_____ 7. Environmental education (ESEA, Title III)
_____ 8. Health education (ESEA, Title III)
_____ 9. Correction education (ESEA, Title III)
_____ 10. Dissemination of information (ESEA, Title III)
_____ 11. Biomedical sciences (ESEA, Title III)
_____ 12. Population education (ESEA, Title III)
_____ 13. Community schools (ESEA, Title VIII)
_____ 14. Gifted and talented children (ESEA, Title IX)
_____ 15. Educational proficiency standards (ESEA, Title IX)
_____ 16. Women's educational equity (ESEA, Title IX)
_____ 17. Special grants for safe schools (ESEA, Title IX)
_____ 18. Ethnic heritage program (ESEA, Title IX)
_____ 19. Career Education Incentive Act
_____ 20. Follow through (Econ. Opp. Act, Title V, Part B)

$ 390,453 Total Chapter 2 funds budgeted for Fiscal Year 1983

$ 14,465 Total Chapter 2 funds budgeted for Fiscal Year 1983 above to be used for the benefit of children in private non-profit elementary and secondary schools

Chapter 2--Formula

Appendix B

ACTIVITY RESOURCES INSTRUMENT

INSTRUMENT DESCRIPTION: Activity Resources Instrument

Brief Description of the instrument:

The "Activity Resources Instrument" contains a tabular description of ten District activities. The instrument lists staffing and funding levels for each activity in fiscal years 1981-82 and 1982-83. The percentages of funding by source for each activity were also noted.

To whom was the instrument administered?

The instrument was completed by the Chapter 2--Formula Evaluation Intern through individual consultations with District personnel who were associated with the operation of one or more of the ten activities under review.

How many times was the instrument administered?

N/A.

When was the instrument administered?

Information to complete the instrument was collected in January 1983.

Where was the instrument administered?

Information was collected via telephone contact and the school mail system.

Who administered the instrument?

The Chapter 2 Evaluation Intern.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument.

Who developed the instrument?

The Chapter 2--Formula Evaluation Intern.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

N/A.

ACTIVITY RESOURCES INSTRUMENT

Purpose

The Activity Resources Instrument was designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

> Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?
>
> > Evaluation Question D1-5: Are the activities that were funded from monies now included in the Chapter 2 block grant continuing under other funding sources? If so, at what levels?

Procedure

One part of the Chapter 2--Formula Evaluation was designed to examine the fate of AISD activities which were previously funded by programs consolidated into the Chapter 2 block grant. An effort was made to collect the bulk of the necessary information from the Chapter 2 Grant Planning Administrator to save time and effort and to minimize ORE interference with currently operating activities. The data collection process was hampered in the later collection stages by a fire in the office of the Grant Planning Administrator. The fire necessitated contact with former and current administrative personnel of the activities under study. It also prevented obtaining records for the 1980-81 fascal year.

The ORE staff was unable to obtain relevant information concerning activities that received federal funds other than the ten 1980-82 ESAA funded activities and the activities funded under subchapter B of the Chapter 2--Formula block grant. Attachment B-1 contains a full listing of funding areas concerning Chapter 2.

The major areas addressed by this evaluation include: staffing levels, sources of funding, increases and decreases in funding, continued activities, discontinued activities, and created activities.

A brief description of each activity is provided below:

1. School Improvement. This activity provided for full- and part-time bus/campus monitors to ride to and from school with the students. The full-time attendants stayed at the campus during the school day to assist parents, students, and staff. The part-time personnel served as bus monitors and rode the busses to and from school with the students.

2. Extracurricular Transportation Support Augmentation. This activity provided bus service for high school students participating in activities after school hours.

3. Outdoor Learning Program. This activity provided materials and equipment for outdoor study trips to bring students together in a variety of situations and places.

4. The School-Community Liaison Program Augmentation (SCL Augmentation) provided human relation problem resolution, crisis intervention, and student activity support to AISD schools most impacted by the desegregation court order. ESAA provided this activity with additional staff for this purpose.

5. Minority Leadership Development. This activity provided leadership training for five teachers and ten administrators in the District. These people were chosen on the basis of having the potential to move ahead faster if provided with additional support and training which they may have been unable to afford on their own.

6. Austin Bilingual-Cross Cultural Schools (ABC Schools). This activity provided for bilingual instructional specialists to assist four paired schools with a total program providing both English and Spanish as second languages.

7. Resource Center. This activity provided staff development to classroom teachers. The training was aimed at desegregation problems in targeted schools. Some training was done during school hours with classroom teachers who were released through the use of substitutes. Other training was offered after school hours. Teachers received stipends for attending after school hours training sessions.

8. Management Team. This activity provided for a management component to operate the ESAA program. The team was responsible for monitoring the proper use of funds as well as developing new applications.

9. Evaluation Component. This component evaluated the impact of desegregation on the District. Local funds were used to supplement these activities.

10. Staff Support Team. The team offered their services to principals and whole school faculties. Support was offered in order to increase teacher skills of stress management, human relations, and change.

Data Collection. The "Activity Resources Instrument" was developed by Office of Research and Evaluation taff during the early spring of the 1982-83 school year (Attachment B-2). Input for potential issues to be

addressed was solicited from the Chapter 2 formula Evaluator, and the Grant Planning Administrator.

General information concerning the activities to be examined was obtained from an interview with the Chapter 2 Grant Planning Administrator. The administrator had complete information concerning the ESAA contributions to each activity and partial information concerning the level of local funding. These informational gaps were filled through telephone contact with District personnel who were associated with the operation of one or more of the ten activities. A longitudinal examination of activity resources extending back beyond the 1981-82 fiscal year was planned but could not be accomplished because fire destroyed many of the pertinent records.

Data Analysis. The data were analyzed with a hand-held calculator. The source of funding and the level of staffing was obtained for each activity. This information is contained in Attachment B-2. The category, "Source of Funding" for fiscal year 1981-82 was segmented into two subcategories, "Local" and "ESAA." For fiscal year 1982-83 this category was divided into three sections: "Local," "ESAA Carryover," and "Chapter 2." The number and percent of total was calculated for each. The total amount of funding for each activity was also calculated.

The total of each subcategory and its percentage of the grand total was also calculated. The yearly funding for all the activities is also posted. The above information is listed in Attachment B-2.

Results

The 1981-82 ESAA funded activities made up the District's Supportive Services Program. The 1982-83 activities are those continued under: Chapter 2 Block Grant, Local, and ESAA Carryover funds. The 1982-83 funding status of the ten ESAA funding activities is noted in tabular form in Figure B-1. Thirty-five percent of the programs were discontinued from the 1981-82 to 1982-83 fiscal year. The following section contains a report on the current status of each activity:

1. School Improvement. The site monitor activity was discontinued in favor of continued funding for the bus monitor activity. It was felt that more could be done with part-time bus monitors than full-time site monitors. Parents believed that bus monitors were more important.

2. Extracurricular Transportation. The program is continuing with 36 percent local funding and 64 percent Chapter 2 Block Grant Funding.

3. Outdoor Learning. The outdoor learning curriculum was developed under ESAA funds. The operation of the program is continuing under ESAA carryover funds.

4. SCL Augmentation. The SCL program was in existence prior to 1981-82 ESAA; ESAA monies augmented its operation. The program is continuing its operation at a reduced level using local and ESAA carryover funds.

5. Minority Leadership Program. The program was discontinued.

6. ABC Schools. The program was discontinued.

7. Resource Center. The Center was developed with ESAA funds. Local funds support its current operation.

8. Management Team. The administrative structure was ended with the removal of ESAA funding. Some clerical personnel and services at the District's Department of Federal and State Compliance Office are being funded under this title through ESAA carryover funds.

9. Evaluation Component. The ESAA evaluation component was replaced by two smaller evaluations--one component to evaluate the programs funded under Chapter 2--Formula and one component to evaluate the activities funded under Chapter 2--Discretionary.

10. Staff Support. The program was discontinued.

The following calculations represent the best information available for describing the funding levels of the ten ESAA activities under block grants. In some cases information was not available in the form that afforded a breakdown that was applicable to this evaluation; other data sources were destroyed in the aforementioned fire. With these caveats in mind, the results are presented below. In the 1982-83 school year:

... The funding levels for the ten 1981-82 ESAA Activities declined by 64 percent.

... Local funding for the ten 1981-82 ESAA Activities increased by 12 percent ($32,484).

... Federal funding for the ten 1981-82 ESAA Activities declined by 73 percent.

... The staffing levels for the ten 1981-82 ESAA Activities declined by 54 percent; 49 percent of this decline was due to the discontinuation of activities.

A complete listing of the changes in funding levels of the ten 1981-82 ESAA Activities is noted in Figure B-2. Figure B-3 lists the changes in the staffing levels of the ten block grant evaluation activities. Attachment B-2 lists the number of staff and funding levels for the 1981-82 and the 1982-83 school years for the ten activities.

Activity Status	Number	Percent of Total
Discontinued	3.5	35
1. ABC Schools 2. Minority Leadership 3. Staff Support Team 4. ½ School Improvement (Site Monitors)		
Continued Under ESAA Carryover Funds	2	20
1. Management Component 2. Outdoor Learning		
Continued Under Local Funding	1	10
1. Resource Center		
Continued Under ESAA Carryover and Local Funds	1	10
1. SCL Program		
Continued Under Chapter 2 Funding	2	20
1. ½ School Improvement (Bus Monitors) 2. Extracurricular Transportation 3. ½ Evaluation (ESAA/Chapter 2--Formula)		
Newly Created	.5	5
1. ½ Evaluation (Chapter 2--Discretionary)		
Total	10	100

Figure B-1. 1982-83 FUNDING STATUS OF THE TEN 1981-82 ESAA ACTIVITIES.

Type of Activity	Funding Level			
	Fiscal Year		Change	
	1981-82	1982-83	Numeric	Percent
1. School Improvement	600,931	268,301	-332,630	-55
A) Bus Monitors	302,269	268,301	-33,968	-11
B) Site Monitors	298,662	d*	-298,662	-100
2. Extracurricular Transportation	369,445	275,968	-93,477	-25
3. Outdoor Learning	87,636	49,415	-38,221	-44
4. School-Community Liaison Program Augmentation	762,737	151,676	-611,061	-80
5. Minority Leadership Training Program	10,065	d	-10,065	-100
6. ABC Schools	69,715	d	-69,715	-100
7. Resource Center	172,381	e**	-172,381	-100
8. Management Team	124,444	40,572	-83,872	-67
9. Evaluation and Provision of Information	75,361	49,024	-26,337	-35
A) ESAA/Chapter 2--Formula	75,361	20,629	-54,732	-73
B) Chapter 2--Discretionary	N/C***	28,345	28,345	-
10. Staff Support Team	53,344	d	-53,344	-100
Total	2,326,059	834,956	-1,491,103	-64

*d = discontinued program
**e = external funding discontinued
***N/C = not created

Figure B-2. CHANGES IN FUNDING LEVELS OF THE TEN 1981-82 ESAA ACTIVITIES.

Type of Activity	Staffing Level			
	Fiscal Year		Change	
	1981-82	1982-83	Numeric	Percent
1. School Improvement	106	60	-46	-43
A) Bus monitors	75	60	-15	-20
B) Site monitors	31	d*	-31	-100
2. Extracurricular Transportation	N/A**	N/A	-	-
3. Outdoor Learning	2	1	-1	-50
4. School-Community Liaison Program Augmentation	26	3	-23	-88
5. Minority Leadership Training Program	N/A	d	-	-
6. Austin Bilingual-Cross Cultural Schools	2	d	-2	-100
7. Resource Center	2.5	e***	-2.5	-100
8. Management Team	3	1.5	-1.5	-50
9. Evaluation and Provision of Information	4.5	2.61	-1.89	-42
A) ESAA/Chapter 2--Formula	4.5	1.37	-3.13	-70
B) Chapter 2--Discretionary	N/C****	1.24	1.24	100
10. Staff Support Team	2	d	-2	-100
Grand Total	148	68*****	-80*****	-54

*d = discontinued.
**N/A = Unable to obtain.
***e = External funding discontinued.
****N/C = Not created.
***** = Rounded figures.

Figure B-3. CHANGES IN THE STAFFING LEVELS OF THE TEN BLOCK GRANT EVALUATION ACTIVITIES.

TEXAS EDUCATION AGENCY
Standard Application System (SAS)
Project/Program School Year 1982-83
Special Populations Programs

227 - 901
Co.-Dist. No

AUG 10 1982
Date Submitte

SCHEDULE #13—Distribution of Funds

ECIA, Chapter 2

Distribution of Fiscal Year 1983 funds allocated for Chapter 2 activities:

$_____ Subchapter A—Basic Skills Development

- $ _____ 1. State basic skills improvement program (ESEA, Title II)
- _____ 2. Special programs for improving basic skills (ESEA, Title II)

$ 404,918 Subchapter B—Educational Improvement and Support Services

- $ 14,465 1. Instructional materials and school library resources (ESEA, Title IV)
- _____ 2. Improvement in local educational practices (ESEA, Title IV)
- _____ 3. Guidance, counseling, and testing (ESEA, Title IV)
- 390,453 4. Emergency school aid (ESEA, Title VI)
- _____ 5. Precollege science teacher training (NSFA)
- _____ 6. Teacher corps and teacher centers (Higher Education Act of 1965)

$_____ Subchapter C—Special Projects

- $ _____ 1. Metric education (ESEA, Title III)
- _____ 2. Arts in education (ESEA, Title III)
- _____ 3. Preschool partnership programs (ESEA, Title III)
- _____ 4. Consumer education (ESEA, Title III)
- _____ 5. Youth employment (ESEA, Title III)
- _____ 6. Law-related education (ESEA, Title III)
- _____ 7. Environmental education (ESEA, Title III)
- _____ 8. Health education (ESEA, Title III)
- _____ 9. Correction education (ESEA, Title III)
- _____ 10. Dissemination of information (ESEA, Title III)
- _____ 11. Biomedical sciences (ESEA, Title III)
- _____ 12. Population education (ESEA, Title III)
- _____ 13. Community schools (ESEA, Title VIII)
- _____ 14. Gifted and talented children (ESEA, Title IX)
- _____ 15. Educational proficiency standards (ESEA, Title IX)
- _____ 16. Women's educational equity (ESEA, Title IX)
- _____ 17. Special grants for safe schools (ESEA, Title IX)
- _____ 18. Ethnic heritage program (ESEA, Title IX)
- _____ 19. Career Education Incentive Act
- _____ 20. Follow through (Econ. Opp. Act, Title V, Part B)

$ 390,453 Total Chapter 2 funds budgeted for Fiscal Year 1983

$ 14,465 Total Chapter 2 funds budgeted for Fiscal Year 1983 above to be used for the benefit of children in private non-profit e mentary and secondary schools

Activity	Activity Resources															
	1981-82 Fiscal Year							1982-83 Fiscal Year								
	Number of Staff	Source of Funding				Total Funding		Number of Staff	Source of Funding						Total Funding	
		Local		ESAA					Local		ESAA Carryover		Chapter 2			
		Amount	Percent of Total	Amount	Percent of Total	Amount	Percent		Amount	Percent of Total	Amount	Percent of Total	Amount	Percent of Total	Amount	Percent
1. School Improvement	106	-0-	-	600,931	100	600,931	100	60	40,000	15	23,313	9	204,988	76	268,301	100
A) Bus Monitors	75	-0-	-	302,269	100	302,269	100	60	40,000	15	23,313	9	204,988	76	268,301	100
B) Site Monitors	31	-0-	-	298,662	100	298,662	100	d*	d		d		d		d	
2. Extracurricular Transportation	N/A	88,779	24	280,666	76	369,445	100	N/A	100,000	36	-0-	-	175,968	64	275,968	100
3. Outdoor Learning	2	-0-	-	87,636	100	87,636	100	1	-0-	-	49,415	100	-0-	-	49,415	100
4. SCL Augmentation	26	138,323	18	624,414	82	762,737	100	3	114,560	76	37,116	24	-0-	-	151,676	100
5. Minority Leadership	N/A	-0-	-	10,065	100	10,065	100	d	d		d		d		d	
6. ABC Schools	2	-0-	-	69,715	100	69,715	100	d	d		d		d		d	
7. Resource Center	2.5	-0-	-	172,381	100	172,381	100	e**	-0-	-	-0-	-	-0-	-	e	-
8. Management Team	3	-0-	-	124,444	100	124,444	100	1.5	-0-	-	40,572	100	-0-	-	40,572	100
9. Evaluation	4.5	13,098	17	62,263	83	75,361	100	2.61	18,124	37	-0-	-	30,900	63	49,024	100
A) ESAA/Chapter 2--Formula	4.5	13,098	17	62,263	83	75,361	100	1.37	11,132	54	-0-	-	9,497	46	20,629	100
B) Chapter 2--Discretionary	N/C***	N/C		N/C		N/C		1.24	6,992	25	-0-	-	21,403	75	28,395	100
10. Staff Support	2	-0-	-	53,344	100	53,344	100	d	d		d		d		d	
Total	148	240,200	10	2,085,859	90	2,326,059	100	68.11	272,684	33	150,416	18	411,856	49	834,956	100

*d = discontinued
**e = external funding discontinued
***N/C = not created

Attachment B-2. NUMBER OF STAFF AND FUNDING LEVEL BY SOURCE FOR THE BLOCK GRANT EVALUATION ACTIVITIES.

Chapter 2--Formula

Appendix C

PARENT SURVEY

INSTRUMENT DESCRIPTION: Parent Survey

Brief Description of the instrument:

The survey consisted of five questions. The first two questions were asked of all respondents. The remaining three were asked only of those respondents who indicated that they were familiar with the bus monitor activity. These questions are identical to the last three questions of the administrator and teacher bus monitor survey instruments. Question 5 is identical to question 6 of the Base Supervisor Interview Form.

To whom was the instrument administered?

A random sample of about three percent of parents (n = 51) with children enrolled in grades K-3 was surveyed.

How many times was the instrument administered?

Once.

When was the instrument administered?

Interviews were conducted on April 20, 21, 27, and 28.

Where was the instrument administered?

The interviews were conducted by telephoning the parents at their homes.

Who administered the instrument?

The Evaluation Intern.

What training did the administrators have?

General training in interviewing techniques.

Was the instrument administered under standardized conditions?

No.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation Staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some item responses can be compared to those of administrators, teachers, and base supervisors on their surveys.

PARENT SURVEY

Purpose

The survey was designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?

Evaluation Question D1-2: Are bus monitors meeting the needs of the students and schools they serve?

Decision Question D2: Should AISD continue to fund bus monitors from Chapter 2? If so, are program alterations necessary?

Evaluation Question D2-1: Do the parents whose children are transported on monitored busses believe that the monitors are meeting the needs of their children?

Evaluation Question D2-8: How do principals, teachers, parents, bus drivers, and bus monitors think that bus monitors' performance could be improved?

Evaluation Question D2-9: Can the management of the bus monitors be improved?

Procedure

The "Parent Survey" was designed to collect information from parents with children enrolled in grades K-3 on issues concerning the bus monitor activity. Some of the questions were constructed to match those of the administrator, teacher, and base supervisor surveys in order to gain an overall understanding of how the bus monitor activity is operating. The topics covered included level of satisfaction, degree of importance, and the best way to improve the bus monitor activity.

Instrument. The "Parent Survey" was developed by Office of Research and Evaluation staff during the winter and early spring of the 1982-83 school year. Input for potential questions was solicited from the Chapter 2--Formula Evaluator, the Chapter 2 Grant Planning Administrator, and the Transportation Director. A copy of the interview instrument is shown in Attachment C-1.

Sample. In March 1983, a random sample of three percent of the parents with children in grades K-3 was drawn. All parents with children in paired schools were eligible. No attempts were made to identify parents whose children actually rode on busses staffed with monitors. Parents were selected using a stratified sampling procedure that yielded equal proportions of parents by school. The total population was 1,806 parents. Parents were included in the selection process if their children attended one of the following fourteen schools: Allan, Barton Hills, Bryker Woods, Casis, Govalle, Highland Park, Metz, Norman, Oak Springs, Rosewood, Sanchez, Sims, Sunset Valley, and Wooten. The procedures used to select parents resulted in a sample size of 51.

Implementation. The first task was parent selection. This task required the selection of 50 parents; an extra parent was selected to ensure that all schools were represented. Substitutes were not allowed due to time and staff considerations.

The original questionnaire was revised to facilitate the coding of responses. The major changes included the addition of response scales on questions 3 and 4.

A "Parent Interview" letter was mailed on April 7th to inform parents that the Evaluation Intern would be contacting them by phone. The letter briefly described the purpose of the phone interview, provided a brief description of the bus monitor program, and the time required for the phone interview. The general purpose of the letter was to make the parents aware of the survey process and to limit any concern about its legitimacy. A copy of this letter is contained in Attachment C-2.

An interview format was developed for the parent survey. Its purpose was to increase the consistency among the interviews. The format provided enough structure to ensure a consistent order and style while allowing for variability among respondents. The "Interview Format for Parent Survey" is contained in Attachment C-3.

The interview process started on April 20. All parent interviews were conducted by the Evaluation Intern. Parents were interviewed in the late afternoon and early evening hours (3:00 p.m. - 8:00 p.m.). An identification number was written on each completed questionnaire so that an individual parent could be identified. This was done to prevent accidental recontact with a parent and to keep a record on each parent in case a followup call was necessary. A minimum of five calls were to be made to each household before considering the parent as unreachable. The majority of the parents were contacted and interviewed on the first call. Parents that could not be contacted in the late afternoon or early evening hours were also called during the late morning and early afternoon hours. Only five parents had to be contacted within this time period. About 30 percent of the parents recalled receiving the "Parent Interview" letter. The interview process with these parents was somewhat easier due to their understanding of the purpose of the interview. The majority of the parents usually requested a brief explanation of the interview process, clarification of the bus monitor

activity, how the results would be used, and whether the bus monitor activity would be continued prior to their answering questions. Nearly all of the interviews were conducted on April 20, 21, 27, and 28. A total of 44 parents were contacted, representing a contact rate of 86 percent.

Data Analysis. The data was analyzed using a hand-held calculator. The number and percent of respondents answering each question in various ways were calculated. Responses for figures 1, 3, and 4 were analyzed using the total sample population (51) to calculate the results. The remaining figures include calculations based on a sample population of 34. This is the number of respondents who answered "Yes" to question 1. If a parent answered "No" to question 1, "Are you familiar with AISD bus monitor activity?", it was decided that it would not be relevant to ask them questions 3, 4, and 5. Parents answering "No" to question 1 were provided with a brief description of the bus monitor activity which enabled them to respond to question 2. The questionnaire in Attachment C-1 and the interview format in Attachment C-3 contain directions and instructions concerning the point at which to terminate an interview.

Results

Responses. Parents were asked five open-ended questions concerning the bus monitor activity. The general nature of the interview questions prevented any one question from specifically addressing any one particular decision or evaluation question; therefore, the responses are listed by interview question.

Question 1: Are you familiar with AISD bus monitor activity?

The majority of the parents, 67 percent, stated that they were familiar with the bus monitor activity. Their familiarity ranged from a vague conception of the program to a very detailed description of a bus monitor's role. Figure C-1 lists the number and percent of each response category.

More parents were aware of bus monitors through other sources than from what their children told them. This finding and the low percentage of parents who were unaware of the bus monitor activity partly justifies the decision not to preselect parents on the basis of whether their child rides on a bus that is serviced by a monitor. Figure C-2 notes the source of awareness indicated by parents.

Question 2: Do you believe that such an activity is necessary?

The majority of the parents, 72 percent, indicated that the bus monitor activity was necessary. Figure C-3 provides a further breakdown.

The most common response category is "Monitor Students' Behavior," followed closely by "Provide Assistance to the Driver." It is interesting to note that the third most common category. "Provide Assistance in Crossing the Street," is actually one of the least most practiced activities. From the writer's observation, one possible cause is disagreement over whether it is the driver's or the monitor's task. The remaining categories are noted in Figure C-4. Attachment C-4 lists the complete set of parents' comments concerning question 2.

Of the parents who stated that they were familiar with the bus monitor activity, 94 percent said it was necessary. This figure is slightly higher than the 88 percent obtained from those who were not familiar with the bus monitor activity. Figure C-5 lists the complete series of comparisons between questions 1 and 2.

Question 3: Could you tell me whether you are satisfied with the level of service provided by bus monitors?

A majority, 68 percent, of the parents stated that they were satisfied with the bus monitors. A substantial percentage, 30 percent, stated that they were dissatisfied with the service provided by bus monitors. The positive comments were very general in nature; the usual response was, "I do not have any complaints so I guess I am satisfied." The negative comments were more specific; the majority centered around the monitors' lack of tact in disciplining the students. Figure C-6 lists the number and percentages of the obtained responses.

Question 4: How important is it to you that the bus monitor activity continue?

Of the 34 parents responding to the question, 91 percent stated that the bus monitor program was important enough to be continued. The parents' comments concerning this issue were very general; most centered on the issue of safety. Basically, parents believed that since the bus monitor activity exists, there must be some purpose for its existence; however, few could state a specific reason to support its continuation. Figure C-7 contains the type of responses to question 4 and their corresponding frequencies.

Question 5: The best way to improve the bus monitoring process might be to...

The most common suggestion concerning this issue was changing the monitors' behavior toward children. This issue is closely related to the second most common suggestion, changes in the hiring and/or training of monitors. Parents in general believe that the bus monitor concept is a good idea, but they are somewhat concerned in the way it is implemented. The majority of comments advocate an increase in training concerning child psychology. Parents believe that monitors are not trained well enough to handle a busload of young students. Many parents believe that

monitors are not screened well enough prior to hiring, because they feel that many do not have the personality to work with children. Although 32 percent of the parents indicated that they did not know enough about the activity to comment on its operation the 68 percent who did provided some very insightful comments. Some of the better comments are:

...institute an improved bus safety program for children.

...employ a substitute system which ensures that every bus that requires a monitor has a monitor.

...institute a parent-monitor-driver meeting at the beginning of each school term.

...provide the monitor with a hand held stop sign to use when assisting the children in crossing streets.

...provide the monitor with a badge and/or vest to increase the children's awareness of them as an authority figure.

The above are composite comments of several parents responding to question 5; Figure C-8 lists parents' suggestions by category. Attachment C-5 lists the parents' complete comments by category made in response to question 5.

Type of Response	Number of Responses	Percent of Total
No	8	16
Yes	34	67
Unable to contact	7	14
Person spoke no English	1	2
Refused	1	2
Total	51	101*

*Does not total 100 percent due to rounding error.

Figure C-1. PARENTS' RESPONSES TO THE QUESTION, "ARE YOU FAMILIAR WITH AISD BUS MONITOR ACTIVITY?",

Source of Awareness	Number of Responses	Percent of Total
Other sources	14	41
Through child	10	29
Through child and other sources	10	29
Total	34*	99**

*Parents that responded "No" to Question 1 were removed from total.

**Does not total 100 percent due to rounding error.

Figure C-2. PARENTS' SOURCE OF KNOWLEDGE CONCERNING BUS MONITORS.

Response	Number of Responses	Percent of Total
Yes	37	73
No	2	4
Do not know	3	6
Blank	9	18
Total	51	101*

*Does not total 100 percent due to rounding error.

Figure C-3. PARENTS' RESPONSES TO QUESTION 2, "DO YOU BELIEVE THAT...[THE BUS MONITOR]...ACTIVITY IS NECESSARY?

Category of Response	Number of Responses	Percent of Total
General safety	2	4
Provide assistance in crossing the street	5	10
Provide assistance to the driver	10	20
Monitor students' behavior	11	22
Increase the number of monitors	2	4
Insure a safe ride	3	6
Yes, reason not specified	4	8
No	2	4
Do not know	3	6
No response	9	18
Total	51	102*

*Does not total 100 percent due to rounding error.

Figure C-4. CATEGORIES OF PARENT RESPONSES TO QUESTION 2, "DO YOU BELIEVE THAT...[THE BUS MONITOR]...ACTIVITY IS NECESSARY?".

Response to Question 1*	Response to Question 2**	Number of Responses	Percent of Total
Yes	Yes	30	59
Yes	No	2	4
Yes	Do not know	2	4
No	Yes	7	14
No	Do not know	1	2
Blank	Blank	9	18
Total		51	101***

*Question 1: Are you familiar with AISD bus monitor activity?
**Question 2: Do you believe that such an activity is necessary?
***Does not total 100 percent due to rounding error.

Figure C-5. COMPARISON OF PARENTS' RESPONSES BETWEEN QUESTION 1 AND 2.

Responses	Number of Responses	Percent of Total
Very satisfied	5	15
Satisfied	18	53
Neutral	1	3
Disappointed	8	24
Very disappointed	2	6
Total	34*	101**

*Parents that responded "No" to Question 1 were removed from total.
**Does not total 100 percent due to rounding error.

Figure C-6. PARENTS' LEVEL OF SATISFACTION WITH BUS MONITORS.

Responses	Number of Responses	Percent of Total
Very important	17	50
Important	14	41
Neutral	2	6
Insignificant	1	3
Very insignificant	0	0
Total	34*	100

*Parents that responded "No" to Question 1 were removed from total.

Figure C-7. PARENTS' PERCEIVED LEVEL OF IMPORTANCE OF THE BUS MONITOR ACTIVITY.

Suggestions	Number of Responses	Percent of Total
Changes in the hiring and/or training of monitors	5	15
Changes in monitors' behavior toward children	9	26
Changes in operating procedures	7	21
No improvements are needed	2	6
Do not know	11	32
Total	34*	100

*Parents that responded "No" to Question 1 were removed from total.

Figure C-8. PARENTS' RESPONSES TO THE QUESTION, "THE BEST WAY TO IMPROVE THE BUS MONITOR ACTIVITY MIGHT BE TO...?".

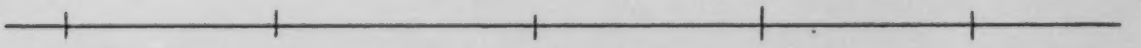
D-2 BUS MONITOR ACTIVITY--PARENT SURVEY QUESTIONS (TELEPHONE SURVEY)

1. Are you familiar with AISD bus monitor activity?

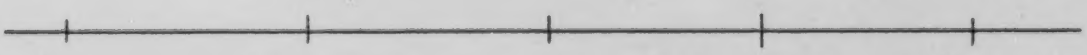
2. Do you believe that such an activity is necessary?

IF QUESTION #1 WAS ANSWERED AFFIRMATIVELY, CONTINUE WITH THE FOLLOWING QUESTIONS, IF NOT, TERMINATE THE INTERVIEW.

3. Could you tell me whether you are satisfied with the level of service provided by bus monitors?



4. How important is it to you that the bus monitor activity contines?



5. The best way to improve the bus monitoring process might be to . . .

Attachment C-2

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

April 7, 1983

Dear Parent:

The Austin Independent School District--Office of Research and Evaluation is conducting a telephone survey of parents whose children are enrolled in grades 1-3. The purpose of the survey is to learn how parents feel about the bus monitor program. This program provides for another adult to ride with a bus driver throughout the morning and afternoon bus routes to assist elementary children in having a safe and enjoyable ride. We are evaluating the program in order to better serve the needs of the children and their parents.

As part of the evaluation we are interviewing randomly selected parents whose children are enrolled in grades 1-3. The telephone interview will require about ten minutes of your time --no preparation is necessary. You will be contacted by me within the next three weeks. I will discuss the bus monitor program at a time that is convenient to you.

The information you give us could be of great help to you and other parents whose children are enrolled and/or plan to enroll in elementary education in the District.

We look forward to your participation in this important survey.

Sincerely,

Walter E. Davis

Walter E. Davis
Evaluator

6100 GUADALUPE, AUSTIN, TEXAS 78752 512 / 458-1227

Attachment C-3.

INTERVIEW FORMAT FOR PARENT SURVEY

(Page 1 of 5)

INTERVIEW FORMAT FOR PARENT SURVEY

Dialogue is typed in lower case letters.
Directions are typed in upper case letters.

INTRODUCTION

Hello, . . . I would like to speak with Ms., Mr., or Mrs. _____, my name is Walter Davis. I am with the Austin Independent School District-Office of Research and Evaluation. I am talking with parents whose children are enrolled in grades 1-3. Your name was randomly selected from a list of these parents. We are interested in finding out what parents think about the bus monitor program.

I have mailed letters to all the selected parents informing them of the survey and that I would be contacting them in the near future regarding a phone interview. Did you receive a copy of this letter?

IF YES. CONTINUE WITH INTERVIEW FORMAT

IF NO, EXPLAIN THE CONTENT OF THE LETTER. STATE THE FOLLOWING:

1) PURPOSE OF THE LETTER
2) PURPOSE OF TELEPHONE INTERVIEW

Were you able to review the letter?

IF YES, CONTINUE WITH INTERVIEW FORMAT

IF NO, REPEAT SEVERAL HIGHLIGHTS OF THE CONTACT LETTER. EMPHASIZE THE FOLLOWING:

BASICALLY, THE LETTER STATES THAT WE ARE CONDUCTING A TELEPHONE INTERVIEW OF RANDOMLY SELECTED PARENTS WITH CHILDREN ENROLLED IN GRADES 1-3. THE LETTER ALSO STATES THAT WE WOULD BE CALLING ON YOU FOR YOUR COMMENTS CONCERNING THE BUS MONITOR PROGRAM.

As the letter stated, I would just like to ask you several general questions concerning your impression of the bus monitor program. The interview will take approximately ten minutes. Would this be a time for us to talk?

INTERVIEW FORMAT continued

IF YES, CONTINUE WITH INTERVIEW FORMAT.

IF NO, TRY TO GET THE PARENT TO INDICATE A SPECIFIC DAY AND TIME FOR AN INTERVIEW.

SPECIAL NOTE

IF THE PARENT APPEARS RELUCTANT OR INQUISTIVE CONTINUE WITH THE OPTIONAL SECTION THAT FOLLOWS, IF NOT SKIP TO THE ASTERISK.

OPTIONAL SECTION

Before we begin, I would like to emphasize that the comments you make will be confidential. They will be combined with those of other parents to form a final report. This report will be submitted to the persons who monitor and operate the program.

Your participation in this evaluation is very important . . . without the comments of parents a complete picture of this program would not be possible. We believe that the best way to learn about the child's opinions of the program is to speak with their parents.

*Before I proceed with the interview, are there any questions you would like to ask me?

IF NO, BEGIN THE INTERVIEW.

IF YES, ANSWERS THE QUESTIONS BRIEFLY; MORE COMPLETE RESPONSES CAN BE GIVEN AFTER THE LAST QUESTION IS ANSWERED.

INTERVIEW QUESTIONS

The first question is:

Are you familiar with AISD bus monitor activity?

The second question is:

Do you believe that such an activity is necessary?

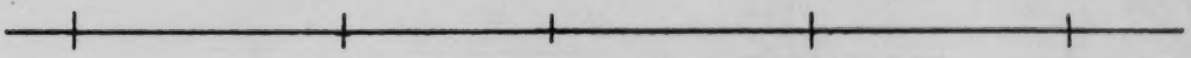
IF QUESTION #1 WAS ANSWERED AFFIRMATIVELY, CONTINUE WITH THE INTERVIEW

IF QUESTION #1 WAS ANSWERED NEGATIVELY, TERMINATE THE INTERVIEW BY FOLLOWING THE, "ENDING THE INTERVIEW PROCEDURES," NOTED ON THE LAST PAGE AND SECTION OF THIS FORMAT.

The third question is:

Could you tell me whether you are satisfied with the level of service provided by bus monitors?

RECORD RESPONSES ACCORDING TO THE FOLLOWING SCALE:

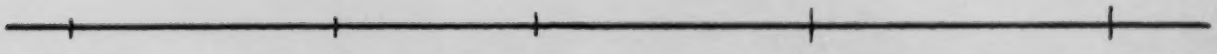


Very Satisfied | Satisfied | Neutral | Disappointed | Very Disappointed

The fourth question is:

How important is it to you that the bus monitor activity continues?

RECORD RESPONSES ACCORDING TO THE FOLLOWING SCALE:



Very Important | Important | Neutral | Insignificant | Very Insignificant

The fifth question is:

The best way to improve the bus monitoring process might be to . . .

ENDING THE INTERVIEW PROCEDURES

AFTER QUESTION #5 HAS BEEN ANSWERED, ASK THE RESPONDENT IF THEY HAVE ANY QUESTIONS CONCERNING THE INTERVIEW, IF THEY HAVE NONE; THANK THEM FOR THEIR TIME AND COOPERATION.

IF THE RESPONDENT HAS QUESTIONS, ANSWER THEM AS CLEARLY AS POSSIBLE, THANKING THEM FOR THEIR INTEREST AND COOPERATION.

end of interview

Attachment C-4.

PARENTS' COMMENTS CONCERNING QUESTION 2

(Page 1 of 5)

ITEM 2-- Parent Survey

Do you believe that...[the bus monitor]...activity is necessary?

Reasons	Number of Responses
GENERAL SAFETY	2

1. ...[It's]...nice to have a monitor from a safety factor standpoint.
2. Yes, ...because with the kids being bussed great distances... [a monitor]...a responsible person can detect problems before they become too great.

PROVIDE ASSISTANCE IN CROSSING THE STREET	5

1. ...[Yes]...crossing the kids...they are great for kids in the traffic.
2. Yes, ...well for one thing my son lost his key on the bus...the monitor insures that the children take their belongings home and help them cross the street.
3. Yes, because the kids need some kind of supervision and to help them cross the street because a lot of cars are impatient.
4. Yes, the monitor walks my child across every evening.
5. Yes, some of the younger children need help crossing the street; also behavior on the bus needs to be maintained.

PROVIDE ASSISTANCE TO THE DRIVER	10

1. Yes, she helps the driver.
2. Yes, I think so...the driver needs to have help sometimes...bus riding habits can also be developed.
3. Yes, ...[the bus monitor]...can watch the children while the driver watches the road.
4. Oh...I think so, I do not see how the driver can control the kids by himself.
5. Yes, ...[the monitors]...can help to keep the kids from distracting the bus driver.
6. Yes, because the bus drivers have so much on their minds with driving.

7. Yes, I think it helps...I do not see how a bus driver can control that many kids...and drive safely.

8. Yes, because the driver is busy...the kids can get rowdy and the driver cannot stop the bus to quiet them down.

9. Yes, ...for the bus driver's sake and the kids' safety...to prevent accidents and to keep the kids quiet.

10. Yes, from my standpoint of view it will enable the bus driver to drive and keep his hands on the wheel.

MONITOR STUDENTS' BEHAVIOR 11

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1. Certainly do, ...in one particular incident the bus broke down and the driver had to walk to a Seven-Eleven to call for help...the kids immediately lost control after the driver left.

2. Yes, very much so...for one reason kids don't mind any more, and I've seen too many things that could happen while the driver is driving... bus monitors are needed for junior high also.

3. Yes, to keep discipline on the bus.

4. Yes, because my nephews get into trouble with other kids on the bus.

5. Yes, in some cases...some of the kids live far away from school, and the kids have time to act up.

6. Considering little kids, yes it is, I have to stand on the corner and watch them board in the morning...if I didn't they would act up.

7. Yes, especially in the primary grades, first it is needed to discipline the students and second for safety reasons.

8. Yes, to keep the kids from jumping up and down.

9. For sure, ...with all those little kids hopping around the bus.

10. [Yes]...I think that it is necessary to hold discipline.

11. [Yes]...I do not really know how kids are on the bus, but knowing kids...I guess they are necessary.

INCREASE THE NUMBER OF MONITORS 2

1. Yes, but I do not think that they are doing a good job...maybe they need two...[monitors on each bus]....

2. Yes, I think we need to have two...[monitors]..., and I also believe that we need to have a dependable person...the bus driver has to monitor and drive which is hard with 30 kids and one person.

INSURE A SAFE RIDE 3

1. Yes, ...my daughter was having trouble with colored kids on the bus...so the monitor placed her in a seat near the driver.

2. At first I did not...I think it's good...one helped my child this year...she is a little shy and did not like riding the bus.

3. Yes, I guess so...to keep the children occupied and keep the driver facing the road.

NOT SPECIFIED 4

1. Yes, I do...originally I didn't...well, helpful is a better word.

2. Yes, ...I think it is a good thing for the little ones, maybe for the big ones also.

3. Yes, ...I think it is very necessary.

4. Yes.

NO, IT IS NOT NECESSARY 2

1. No, I do not believe so...I do not approve of bussing nor anything associated with it.

2. No, it is not necessary, but it is a good idea.

DO NOT KNOW	3

1. It really depends on the discipline of the children, I really do not know.

2. Well...I do not know...the kids have too stringent a set of rules to follow...they cannot say anything while riding the bus.

3. I do not know since there isn't a monitor on my daughter's bus.

NO RESPONSE	9

TOTAL	51

Attachment C-4. PARENTS' COMMENTS CONCERNING QUESTION 2, "DO YOU BELIEVE THAT... [THE BUS MONITOR]...ACTIVITY IS NECESSARY?

Attachment C-5

PARENTS' COMMENTS CONCERNING QUESTION 5

(Page 1 of 4)

ITEM 5-- Parent Survey

The best way to improve the bus monitoring process might be to:

Suggestions	Number Suggesting
CHANGES IN HIRING AND/OR TRAINING	5

1. ...[the transportation department]...should screen their people more carefully.... I do not think that all the people they hire... [as bus monitors]...care about kids.

2. I would screen the people that I hire..to make sure that they could handle kids...because if they do not have the touch...[to handle the students]...there will always be problems on the busses.... They do not have to hire Ph.D.'s however.

3. Probably if they had some parenting training...the last monitor we had was awful.... More careful selection may eliminate the need for training.

4. ...keeping them in school like it used to be...hiring someone from the community...leaving them at school all day...hiring people who can relate to children.

5. I would say, pay more and get more dependable workers. If...[the monitors]...get paid good, they will work good...and make sure monitors get off the bus to help the children cross the street.

CHANGES IN MONITORS' BEHAVIOR TOWARD CHILDREN	9

1. I do not know...helping the children cross the street....

2. I really do not know...but someone needs to make sure that the kids get off at the right stop.

3. Well...I just don't know what she should do...he or she or whatever.... I think they should suspend all kids who are fighting on the bus. The monitor should be more firm.... I know that they cannot hit the children.... We should have a parent meeting to discuss the...[role]...of the bus monitor.

4. Take more consideration for the children.... The strategy that they use to handle kids is wrong...[it is too harsh].... Better screening for monitors would help. A training program should be established.

5. Some points they stress are not necessary, such as, stopping kids from turning around and speaking to other kids. I can understand ...[the monitors]...stopping the kids from running down the aisle and throwing things but not from turning around within their seats.

6. The bus monitor should pay more attention to who gets on and where they exit - a list of students and their exits should be carried by all drivers.

7. To watch the kids closer..., not to laugh about bad behavior..., and not to allow other kids to pick on other kids...some kids are more sensitive than others.

8. Keeping the children at bay is fine, but not allowing them to say a word is wrong. Our little boy is not rambunctious...he comes home crying sometimes because of the monitor...the monitors are real mean.... My kid hates the bus with a passion.

9. I do not see that it needs any improvement unless they allow the monitor to hit...spank the children.

CHANGES IN OPERATING PROCEDURES 7

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1. I really do not know.... I haven't had any complaints.... I do not know.... I do not know...well...everyone that is...[a monitor] ...should be given a general set of instructions, or rules to follow...[and]...they ought to be identifiable...[they should]... wear a hat or badge or something that says they are associated with the bus.

2. To make sure that there is always a monitor on the bus and that these must be subs - like teachers and drivers are substituted for by others and we have to consider providing enough funds to ensure that all busses have monitors.

3. Just to keep the same monitor on the same route.

4. I do not have an opinion about how to improve it...wait...I'll tell you one way...one thing they could do is...when the monitor gets off the bus she should have a signal or sign to hold and she should stand there till...[the children]...are all across... [the street]....

5. They seemed to have improved it quite a bit.... I wish that monitors could work at the school also.... The few hours in the morning and evening is not good for someone...a full day's work is the main thing.

6. I would say that it should continue and that if there is no monitor on a bus...let the driver take names...not to put the kids off the bus, but to tell the principals who is acting up.

7. I would like to see what was done in the past...a bus safety program for the children.

NO IMPROVEMENTS ARE NEEDED	2

1. I believe the kids are safer...the way it is going it looks like it is doing alright.... I still feel that everything was better the way it was before...[bussing]....

2. I do not think so...they are doing the best they can.

DO NOT KNOW	11

1. I really do not know the rules and regulations.... I have heard no complaints from my daughter or other parents.

2. I really do not know.

3. I do not know...I wouldn't know what to say.

4. I do not know anything about the bus monitor program to say how it can be changed.

5. I really do not know how it can be improved.

6. I do not know much about it so I do not have any comments about how it should be changed.

7. I would not know what to say about this question.

8. I do not know...I am sure that they are doing the best job that they can.

9. I do not know...I would have to ask my daughters...but they have not said anything bad about them.

10. I do not know anything about how to improve the program.

11. I really do not know enough to say how it should be changed...all I know is that I would like for it to continue.

TOTAL RESPONSES	34

Chapter 2--Formula

Appendix D

BUS DRIVER INTERVIEW

82.78

INSTRUMENT DESCRIPTION: Bus Driver Interview

Brief Description of the instrument:

The survey consisted of five open-ended questions designed to elicit general and specific information concerning bus drivers' perceptions of the role of the bus monitor. Questions 1, 2, 3, and 5 are the same as questions 1, 2, 3, and 5 of the Bus Monitor Survey. Question 2 of the Base Supervisor Interview is the same as question 1 of the Bus Driver Interview.

To whom was the instrument administered?

A random sample (N=19) of about seven percent of the District regular bus drivers was interviewed.

How many times was the instrument administered?

Once.

When was the instrument administered?

The interviews were conducted between January 5 and February 9, 1983.

Where was the instrument administered?

On each driver's bus.

Who administered the instrument?

The Evaluation Intern.

What training did the administrators have?

General training in interviewing techniques.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

Several drivers appeared to be unable or unwilling to fully respond to some questions due to a lack of knowledge concerning a bus monitor's duties and/or a reluctance to make negative comments concerning a fellow employee.

Are there norm data available for interpreting the results?

Some item responses can be compared to those of bus monitors and base supervisors on their surveys.

BUS DRIVER INTERVIEW

Purpose

The questionnaire was designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?

Evaluation Question D1-2: Are bus monitors meeting the needs of the students and schools they serve?

Decision Question D2: Should AISD continue to fund bus monitors from Chapter 2? If so, are program alterations necessary?

Evaluation Question D2-8: How do principals, teachers, parents, bus drivers, and bus monitors think that bus monitors' performance could be improved?

Evaluation Question D2-9: Can the management of the bus monitors be improved?

Procedure

The Bus Driver Interview was conducted in spring 1983. It was designed to collect general and specific information concerning bus drivers' perceptions of the role of the bus monitor. Some of the questions were constructed to match those of the bus monitor's and base supervisor's questionnaires to gain an overall understanding of how the bus monitor activity is functioning. The topics covered included the most important duties of a monitor, description of the working relationship between the driver and the monitor, and suggestions to improve the bus monitor activity.

Instrument. The Bus Driver Interview was developed by Office of Research and Evaluation staff during late winter and early spring of the 1982-83 school year. Input for potential questions and revisions were solicited from the Chapter 2--Formula Evaluator, the Chapter 2 Grant Planning Administrator and the Transportation Director. A copy of the interview instrument is contained in Attachment D-1.

Sample. In December, 1982, a random sample of twenty routes served by bus monitors were selected for observation. It was decided to interview both the monitors and drivers on the bus routes chosen for observation. This procedure not only saved staff time and resources but also allowed for response comparisons between the selected monitors and drivers. There are 464 District bus drivers; 190 of these are special education bus drivers. The remaining 274 drivers represent the total population for the study. Special education drivers were excluded from consideration because their routes are not directly affected by the District's desegregation plan. A stratified sampling procedure was used to select the twenty routes for observation, bus driver's and bus monitor's interviews. Routes selected included those with bus monitors which served the following schools: Allan, Barton Hills, Bryker Woods, Casis, Govalle, Highland Park, Metz, Norman, Oak Springs, Rosewood, Sanchez, Sims, Sunset Valley, and Wooten. The procedures used to select drivers resulted in a sample size of 19. The driver on one route was substituted for by a base supervisor. The base supervisor was not interviewed as a driver.

Implementation. The first task was driver selection. The selection procedure used is described in greater detail in the procedure section of Appendix G--Attachment G-4, Bus Monitor Observation Narratives. The drivers interviewed were those assigned to selected routes according to a prearranged schedule. Attachment D-2 contains a copy of the observation schedule. Drivers were interviewed during the route at break periods. Interviews averaged about ten minutes. The drivers were informed of the purpose of the interview by transportation personnel. Each driver was also provided with a brief description of the evaluation purpose and content by the Chapter 2--Formula Evaluation Intern at the time of introductions.

The interview process started on January 5 and was completed on February 9, 1983. Interviews took place within the bus. Interviews were conducted between the hours of 6:30 a.m.-9:30 a.m. and 2:00 p.m.-5:30 p.m. An identification number was written on each completed questionnaire so that an individual driver could be recontacted if the need arose. The Evaluation Intern had the departure time for each selected bus route and the base from which it departed. A total of 19 interviews were conducted, representing a contact rate of 100 percent.

Data Analysis. The data was analyzed using a hand-held calculator. The number and percent of respondents answering each question in various ways were calculated. Responses for Figures D-1 through D-4 were analyzed by examining the total number of comments made to each question and tallying these responses by the number of times they were mentioned. This procedure resulted in the number of responses being greater than the number of drivers interviewed. This procedure was selected:

a. because the general nature of the questions did not allow the recording of a singular response per question, and

b. to increase the amount of information obtained from each driver.

Drivers' comments to question 5 were noted as single responses.

Results

Responses. Bus drivers were asked five open-ended questions concerning the bus monitor activity. The general format of the interview questions prevented any one question from specifically addressing any one particular decision or evaluation question; therefore, the responses are listed by interview question.

Question 1: What are the most important duties that a bus monitor performs?

The responses to this question were divided into two separate categories: "Driver Related Service Provision" and "Student Related Service Provision." The majority, 65 percent, of the monitors' duties given focused on providing service that was student related. This is interesting because it shows that the services provided by the monitors do not focus only on the students; many activities are provided to assist the drivers as well.

About 18 percent of the drivers stated that the monitor would be very important in situations that require the use of safety and emergency exiting procedures. Several drivers also stated that a monitor's presence allows them to concentrate more on driving. The majority of the drivers stated that they were more than able to handle both driving and student discipline chores in their monitor's absence.

Question 2: Which bus monitor activities make the driver's job easier?

Drivers were asked this question to discover which monitor's activity was considered to be of the greatest assistance. The drivers stated that keeping students seated was the activity that made their job easier. This activity was also stated as the most important (see Figure D-1). A complete listing of the activities and the number of responses pertaining to each is posted in Figure D-2.

Question 3: Working together, how do bus drivers and bus monitors supervise children?

This question focuses on a very difficult subject: "Who's in charge, and to what extent?" In essence, the bus driver is the person in charge of the bus (i.e., "It is the bus driver's bus"). This situation, however, is not all that clear; unless the driver releases some of his/her authority, the monitor may be looked upon by the students as just another passenger. The responses given by the drivers show that the monitor in

the majority of situations has some responsibility in supervising the students and in making on-the-bus policy decisions. Figure D-3 lists three on-bus supervisory styles; the first, "Monitor and Driver Work Under a Clear Division of Labor," affords the monitor little independence in deciding how to tend to the students. The remaining two categories.provide the monitor with the opportunity to provide a greater amount of input into the monitoring of the students' behavior.

Question 4: What does a driver do differently when their bus monitor is absent?

The most common response was to "watch the children more." Although a substantial number of activities were mentioned, the basic consensus was that the "...driver is usually able to handle most situations when the monitor is absent." The majority of drivers commented that the monitor's absence adversely affected the quality of their driving, since they had to watch both the road and the students. Figure D-4 lists the activities performed by bus drivers when the monitor is absent.

Question 5: Is there anything bus monitors should do that they are not currently doing?

The majority, 58 percent, of the bus drivers stated that there was nothing else monitors should do on school busses. Several drivers were unable or unwilling to respond to this question out of a lack of knowledge concerning the range of a bus monitor's duties and/or a reluctance to make negative comments concerning a fellow employee. Figure D-5 contains a listing of responses by category. Attachment D-3 contains a complete listing of the comments concerning question 5.

Two issues arose during the evaluation process that were not specifically addressed in the evaluation design; they are:

a. The age of the monitor, and

b. the monitor's role concerning junior and senior high school students.

Several drivers commented on the employment of senior high school students as bus monitors. These drivers believed that high school students did not represent the proper authority figure for students and therefore had a more difficult time controlling students. Drivers also believed that monitors should have children of their own; it was felt that monitors with children had more knowledge and concern toward young children. Drivers also wanted older monitors on the bus to assist them in controlling high school students. Some drivers believed that a monitor who is enrolled in high school did not represent the proper authority figure to keep older students under control due to the similarity in age.

The monitoring of junior and senior high school students is also a matter of concern for bus drivers. According to the bus monitor's employment guidelines, monitors are only to tend to elementary students. Currently,

when a bus leaves a transportation base it usually runs two routes: an elementary route followed by a junior or senior high route. The monitors are on duty for the elementary portion of the route and in many cases discontinue their monitoring responsibilities after the last elementary student has gotten off the bus. A majority of the drivers interviewed believe that high school students need to be monitored in the same manner as elementary students. Some drivers also resent the fact that monitors are paid for riding on the high school portion of the route even though many perform no monitoring duties. Currently it is not possible for monitors to be returned to the transportation base after the elementary students are off the bus due to the overlapping route schedules and limited supply of busses. Bus monitors are not allowed to discipline high school students because of the transportation policies, even though many drivers prefer that they should. Those monitors that do monitor the high school routes were observed to have performed an excellent job (see Appendix G).

Type of Duty	Number of Mentions	Percent of Total
Driver Related Service Provision	17	35
1. Assist driver in maintaining order	2	
2. Assist driver in handling safety and emergency procedures	9	
3. Help with cleaning the bus	1	
4. Help with pre-trip checkout procedures	1	
5. Serve as a witness in driver-student dispute	1	
6. Monitor students' noise level to driver's preference	3	
Student Related Service Provision	32	65
1. Keep students seated	11	
2. Maintain personable contact with students	2	
3. Provide general discipline	9	
4. Keep students' heads and limbs within the bus	5	
5. Provide assistance to students in crossing streets	5	
Total	49	100

Figure D-1. BUS DRIVERS' PERSPECTIVES ON THE MOST IMPORTANT DUTIES OF A BUS MONITOR.

Type of Activity	Number of Responses	Percent of Total
Keeping students quiet	4	15
Relating with students	4	15
Keeping students seated	7	26
Maintaining general discipline	6	22
Taking care of sick students	2	7
Helping students cross streets	1	4
Help with cleaning the bus	1	4
Learning the names of students	1	4
Be on the job on time, every day	1	4
Total	27	102*

*Does not total 100 percent due to rounding error.

Figure D-2. BUS DRIVERS' IMPRESSION OF THE BUS MONITOR'S ACTIVITIES THAT MAKE THE DRIVER'S JOB EASIER.

Supervisory Style	Number of Responses	Percent of Total
Rigid Supervisory Structure	11	41
1. Driver disciplines students in front of bus; the monitor, the rear	4	
2. Driver informs monitor about misbehaving students	2	
3. Monitor handles general discipline actions while the driver handles all extreme behavioral problems	5	
Monitor and Driver Share Supervisory Responsibilities	13	48
1. Both decide which students should be reported to the school administrator	2	
2. Both prepare a seating arrangement for students	4	
3. Both decide on noise level	1	
4. Both decide on an acceptable range of students' behavior	6	
Monitor Disciplines Students Without Help from the Driver	3	11
Total	27	100

Figure D-3. SUPERVISORY STYLES USED BY BUS DRIVERS AND BUS MONITORS AS REPORTED BY BUS DRIVERS.

Type of Activity	Number of Responses	Percent of Total
Watch students more	6	23
Walk students across street	5	19
Stopping the bus to discipline students	4	15
Keep children seated	4	15
Speak to students prior to departure	2	8
Monitor noise level	1	4
Check for student belongings	1	4
Select student monitors	1	4
Nothing	2	8
Total	26	100

Figure D-4. ACTIVITIES PERFORMED BY THE BUS DRIVERS WHEN THE BUS MONITOR IS ABSENT.

Suggestion	Number of Suggestions	Percent of Total
Improve monitor's ability to control students	2	11
Expand monitor's authority over secondary students	2	11
Hire monitors who are mature in age and manner	2	11
Teach monitors first aid and safety procedures	1	5
Change not specified	1	5
Nothing	11	58
Total	19	101*

*Does not total 100 percent due to rounding error.

Figure D-5. BUS DRIVERS' SUGGESTIONS CONCERNING CHANGES IN THE ROLE OF THE BUS MONITOR.

D-2. Bus Monitor Activity--Bus Driver Survey

1. What are the most important duties that a bus monitor performs?

2. Which bus monitor activities make the driver's job easier?

3. Working together, how do bus drivers and bus monitors supervise children?

4. What does a driver do differently when their bus monitor is absent?

5. Is there anything bus monitors should do that they are not currently doing?

To be administered to selected 1-3 schools' bus drivers who are paired with bus monitors.

Bus Monitor Observations, noted by Date, Bus Route Number, Base and Morning/Afternoon Routes

MORNING ROUTES

Route #	Observation Order	Date	Base**
121	1. Govalle	Jan. 5	North
90	2. Sanchez	Jan. 6	LBJ
98	3. Sunset Valley	Jan. 7	South
133	4. Oak Springs	Jan. 11*	LBJ
75	5. Rosewood	Jan. 18*	North
150	6. Sims	Jan. 19	North
95	7. Sunset Valley	Jan. 25*	South
183	8. Highland Park	Jan. 26*	Central
48	9. Metz	Feb. 1	LBJ
70	10. Allan	Feb. 2	North

Optional observation days February 8th and 9th.

AFTERNOON ROUTES

Route #	Observation Order	Date	Base
73	1. Allan	Jan. 5	North
142	2. Allan	Jan. 6	South
157	3. Norman	Jan. 7	LBJ
47	4. Metz	Jan. 11	LBJ
97	5. Sunset Valley	Jan. 19	South
10	6. Highland Park	Jan. 21	LBJ
113	7. Casis	Jan. 26	South
154	8. Sims	Feb. 2	LBJ
164	9. Bryker Woods	Feb. 4	Central
110	10. Govalle	Feb. 9	North

Optional observation days February 11th and 16th.

*Bus driver and Bus monitor interviews will be conducted concurrently in conjunction with observations. Interviews with Base Supervisors and Dispatchers (both morning and afternoon) will be conducted on dates with an asterisk. Observation/Interview dates may vary due to unforeseen circumstances.

**Central Base = Criswell Center
LBJ Base = Deleon Terminal
North Base = Sneed Terminal
South Base = Saegert Center

Attachment D-3.

RESPONSES TO QUESTION 5

(Page 1 of 4)

ITEM 5 - "Bus Driver" Survey

Is there anything bus monitors should do that they are not currently doing?

Bus Drivers' Suggestions	Number Suggesting
IMPROVE MONITOR'S ABILITY TO CONTROL STUDENTS	2

1. I cannot think of anything...improve their ability to get children to listen and on how to control kids.

2. They should be given the power to put bad kids off the bus.

EXPAND MONITOR'S AUTHORITY OVER SECONDARY STUDENTS	3

1. They should be able to control all the children, not just the elementary children...[they should also be able to control the junior and senior high school students]....

   Help keep the bus clean.

   Drive...the empty bus...[back to the base]...so that they can drive the bus in an emergency.

2. They should watch over the high school students, it does not make sense that they ride around on the junior high and senior high school routes without supervising the students. The monitors are hassled by junior high and senior high school students, they say "What is the purpose of a monitor...all they do is sit on the bus and ride...they do not do anything." [Monitors need to show]...more responsibility for older students. [Drivers]...need help with the junior and senior high school students...they are more difficult to control than the elementary students.

   Monitors should not be students; but rather older people.

HIRE MONITORS WHO ARE MATURE IN AGE AND MANNER	2

1. Monitors should be more mature in age and manner--a young immature monitor is unable to control the children.
   Monitor must:
   ...show authority,
   ...keep children facing forward,
   ...prevent them from placing coats over their heads,
   ...prevent...[students]...from playing with pencils,
   ...count the children.

2. The older the monitor...[the better]..., they handle the children like they are their own kids. The younger monitors let the noise level remain too high. My monitor doesn't like the noise to get too high...she does her job. Just having another adult allows me to keep my mind on the road.

   An experienced driver does not require a monitor as much as a new driver...just because a monitor is not on board does not mean the children are going to get away with murder. It is a good idea to have the program, but not to have young monitors on junior high and senior high routes.... My monitor was a good monitor, so I have few criticisms of the bus monitor activity.

TEACH MONITORS FIRST AID AND SAFETY PROCEDURES 1

---

1. The monitor needs to know first aid and how to evacuate a bus. The monitor should know what to do in order to get the students off the bus. Monitors should also know how to drive a school bus in case of an emergency (and to be old enough to do it). [Students seated beyond]...four to five rows rearward are out of the driver's range of discipline; therefore, the monitor needs to watch...[from the sixth row]...to the rear.

CHANGE NOT SPECIFIED 1

---

1. Well, ...it depends on the monitor.

NOTHING 11

---

1. No.
2. No, ...my monitor has been trained as to what she wishes her to do.
3. No, ...as far as I can see they all do the job they are supposed to do.
4. No.
5. No. Monitors are good to have...some students come up with fairy tales that sometimes get the drivers fired or transferred.
6. No, the bus monitor I have is great! She talked to the kids... [and]...she got along with the parents. It is the supervisor's job to tell the monitor what to do, not mine.

7. No.

8. Nothing, we just need more monitors.

9. I do not think so...here again it depends on the individual monitor...some exceed their responsibilities in a good sense while others sleep.

10. Nothing.

11. No extra duties are needed.... Common sense and good human relations skills cover any nonstandard situations.

TOTAL RESPONSES TO ITEM 5	19

Shoe
YOU USED TO DRIVE A TRUCK, MRS ZOOWICKY?
THAT'S RIGHT... I USED TO HAUL CHICKENS DOWN IN TEXAS.
GEE, THAT MUST'VE BEEN ROUGH WORK.
YEAH, BUT AT LEAST BACK THEN I DIDN'T HAVE TO RIDE IN THE SAME CAGE WITH THE BIRDS
AISD

WE JUST COMPLETED A MARCH FILLED WITH VIOLENCE, MAYHEM, ABUSE, HARASSMENT AND INHUMANE ACTS.
WHERE'S SCAGGS, THE EX-SCHOOL BUS DRIVER?
HE DIED OF BOREDOM.

Chapter 2--Formula

Appendix E

BUS MONITOR INTERVIEW

INSTRUMENT DESCRIPTION: Bus Monitor Interview

Brief Description of the instrument:

The questionnaire consisted of five open-ended questions designed to elicit general and specific information concerning bus monitors' perceptions of their role. Questions 1, 2, 3, and 5 are similar to questions 1, 2, 3, and 5 of the Bus Driver Interview. Question 1 is similar to question 2 of the Base Supervisor Interview.

To whom was the instrument administered?

A random sample (n=17) of about 28 percent of the District's bus monitors (n=60) was interviewed.

How many times was the instrument administered?

Once.

When was the instrument administered?

The interviews were conducted between January 5 and February 9, 1983.

Where was the instrument administered?

On the bus that each monitor was assigned.

Who administered the instrument?

The Evaluation Intern.

What training did the administrators have?

General training in interviewing techniques.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some item responses can be compared to those of bus monitors and base supervisors.

BUS MONITOR INTERVIEW

Purpose

The interview format was designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?

Evaluation Question D1-2: Are bus monitors meeting the needs of the students and schools they serve?

Decision Question D2: Should AISD continue to fund bus monitors from Chapter 2? If so, are program alterations necessary?

Evaluation Question D2-8: How do principals, teachers, parents, bus drivers, and bus monitors think that bus monitors' performance could be improved?

Procedure

The Bus Monitor Interview was conducted in early spring 1983. It was designed to collect general and specific information concerning bus monitors' perceptions of their role. Some of the questions were constructed to match those of the bus driver's and base supervisor's interviews to gain an overall understanding of the bus monitor activity. The topics covered included the most important duties performed by a monitor, description of the supervisory styles employed by various driver-monitor teams, and the perceived value of bus monitor training.

Instrument. The Bus Monitor Interview was developed by Office of Research and Evaluation staff during late winter and early spring of the 1982-83 school year. Input for potential questions and revisions were solicited from the Chapter 2--Formula Evaluator, the Chapter 2 Grant Planning Administrator and the Transportation Director. A copy of the interview instrument is contained in Attachment E-1.

Sample. In late fall 1982, a random sample of twenty elementary school bus routes served by bus monitors was selected for observation. It was decided to interview both the monitors and drivers on these selected routes. There are 60 school bus monitors; this figure represents the total population. No distinction was made between special education and

desegregation route monitors because of the sometimes random method of assignment.

A stratified sampling procedure was used to select the twenty routes for observation and their associated monitors. The main criteria used for selection was that the route be served by a monitor. A more detailed description of the sampling procedure used is contained in Appendix G. Routes selected served the following elementary schools: Allan, Barton Hills, Bryker Woods, Casis, Govalle, Highland Park, Metz, Norman, Oak Springs, Rosewood, Sanchez, Sims, Sunset Valley, and Wooten. The procedures used to select monitors resulted in a sample size of 17. Three monitors were absent on their preselected interview dates. Substitution of routes and interview dates was not possible due to limited staff time and resources.

Implementation. The monitors interviewed were those assigned to routes selected for bus monitors' observations. A copy of the observation schedule is posted in Attachment E-2. Monitors were interviewed after observations were completed. Observations were considered complete after the last elementary student exited the bus for either school or home. The interviews averaged about ten minutes. Monitors were provided with a general description of the interview purpose by transportation personnel. Each monitor was provided with a more detailed description of the evaluation purpose and content by the Chapter 2--Formula Evaluation Intern at the time of introductions.

The interview process started on January 5 and was completed on February 9, 1983. Interviews took place within the bus after the elementary students had exited. Interviews were conducted between the hours of 7:30 a.m.-9:30 a.m. and 3:00 p.m.-5:30 p.m. An identification number was written on each completed questionnaire to aid in matching the bus driver interview, bus monitor interview, and observation record for each route.

A total of 17 interviews were conducted, representing a contact rate of 85 percent.

Data Analysis. The data was analyzed using a hand-held calculator. The number and percent of respondents answering each question in various ways were calculated.

Results

Responses. Bus monitors were asked five open-ended questions concerning the bus monitor activity. The responses are listed by interview question because the questions' general format prevented any one question from specifically addressing any one particular decision or evaluation question.

Question 1: What are the most important duties that a bus monitor performs?

All of the bus monitors stated that their most important duties focused on providing assistance to students. The bus drivers stated in Appendix D, Figure D-1 that 35 percent of the monitor duties were driver related. Both drivers and monitors agreed that the most important monitor's duty is to make sure students are seated properly. A complete listing of the bus monitors' impressions of their most important duties is contained in Figure E-1.

Question 2: In what ways are bus monitors most helpful to bus drivers?

The bus monitors believed that keeping students quiet was the most helpful activity they performed in assisting bus drivers. The bus drivers stated in Appendix D, Figure D-2, that keeping students seated was the bus monitor activity that made the driver's job easier. The difference between the two responses is not that great considering that both are attempts to limit the amount of distraction students may cause on a bus. Figure E-2 lists the categories of bus monitors' impressions of the ways in which bus monitors are most helpful to bus drivers.

Question 3: Working together, how do bus drivers and bus monitors supervise children?

The response to this question was very similar to bus drivers' responses concerning question 3 of the bus driver interview; where the supervisory style was nearly evenly divided between a rigid structure and a cooperative structure. A rigid structure is considered to be one established by the driver; while a cooperative structure is one based on contributions provided by the monitor and driver. The major point of difference between monitors and drivers concerning this issue is noted by the finding that 11 percent of the drivers believed that the disciplining of students is the sole responsibility of the monitor. Figure E-3 lists the supervisory styles expressed by the monitors.

Question 4: What training did you receive? Did it adequately prepare you for the job you are doing?

A little more than half, 53 percent, of the monitors stated that they were not trained. Of the 47 percent that received training, the most common training program consisted of workshops and films. A complete description of the types of training received by bus monitors is listed in Figure E-4.

The importance of training was equally noted by monitors who had received training and those that had not. Four monitors in each of these groups stated that some form of training was necessary. The similarity of responses was also true for the number of monitors who believed training was unnecessary; two monitors in each group made this comment. Figure E-5 contains a tabular description of the bus monitors' perceptions concerning the necessity of training.

The importance of training can be pointed out by a comment made by one monitor who stated, "One of my jobs is to open the rear door in case there is a fire or accident that prevents the students from exiting through the front door; I do not know how." Although this is probably an extreme example of lack of training, it clearly shows the need for a structured training program for monitors. Further, evidence for improved training is noted in the finding that half of the monitors who received training stated that it did not adequately prepare them in performing the role of a bus monitor. Figure E-6 displays this information in a tabular format. One monitor summed her and other monitors' concerns regarding their training program in the following comments:

> We viewed films--primarily an orientation process rather than a training session. It did help in a way; however, it did not point out a lot of the duties that we have to do...the messages in the film were not very clear. We need ...training on how to conduct oneself and ways to handle children.
>
> I would also like to receive more guidance from drivers in defining the roles and duties of monitors.
>
> I would like to see conferences headed by bus monitors...we need to exchange ideas with other monitors since we do not receive training.
>
> Monitors receive little guidance from either the drivers or the transportation department.
>
> The films they showed us in orientation were difficult to understand. They should tell the monitors that they are like substitute teachers...we are the first people...the students...see outside their household.
>
> They should show a film about bus monitors riding a bus. This film should depict the behaviors that a bus monitor should express.
>
> We need training films...the ones we viewed dealt with emergency situations and first aid not the everyday situations that we encounter.
>
> Monitors should go through a step-by-step training program aimed at exposing them to situations that they will encounter on the bus.
>
> I would like to see demonstrations (role playing) not just films and talk...dealing with children is difficult.

The preceding comments represent the best guide for the development of a bus monitor training program received from a monitor.

Question 5: Are there things that you would like to do on the bus that you are not doing now?

The majority, 65 percent, of the monitors stated that there was nothing that they wished to do that they were not currently doing. A majority, 58 percent, of the drivers stated that the monitors should not make any changes in their current behavior. The majority of monitors believed that they were busy enough already and did not see the need to change their current duties. Figure E-7 contains a list of the bus monitors' suggestions.

Type of Duty	Number of Responses	Percent of Total
Make sure students are seated properly	14	30
Enforce riding rules	11	24
Make sure students ride home safely	6	13
Prevent fights	5	11
Keep students' limbs within the bus	3	7
Help students cross streets	3	7
Be a friend/mother to students	2	4
Report students who behave badly	1	2
Help students locate their bus stops	1	2
Total	46	100

Figure E-1. BUS MONITORS' IMPRESSIONS OF THEIR MOST IMPORTANT DUTIES.

Type of Activity	Number of Responses	Percent of Total
Keeping students quiet	10	32
Maintaining discipline	7	23
Keeping students seated	5	16
Helping students cross streets	1	3
Helping the driver watch for cars	1	3
Counting students	1	3
Relating with students	1	3
Conduct ourselves in a safe and professional manner	1	3
Help clean the bus	1	3
Insuring a safe ride for the students	1	3
Taking badly behaving students to the school's office	1	3
Keeping students from fighting	1	3
Total	31	98*

*Does not total 100 percent due to rounding error.

Figure E-2. BUS MONITORS' IMPRESSIONS OF THE WAYS IN WHICH BUS MONITORS ARE MOST HELPFUL TO BUS DRIVERS.

Supervisory Style	Number of Responses	Percent of Total
Rigid supervisory structure	8	47
1. Driver watches students in front rows; monitor those in the rear seats	3	
2. Driver tells monitor if he/she is performing incorrectly	1	
3. Driver has final authority concerning children's behavior	4	
Cooperative supervisory arrangement	8	47
1. Both share responsibility in keeping the students in order	2	
2. Driver and monitor discuss issues of mutual importance	6	
Monitor disciplines students without help from the driver	0	-
No response	1	6
Total	17	100

Figure E-3. SUPERVISORY STYLES USED BY BUS DRIVERS AND BUS MONITORS AS REPORTED BY BUS MONITORS.

Type of Training	Number of Responses	Percent of Total
Workshops/films	4	24
First aid/emergency procedures	3	18
School community liaison activity training program	1	6
None	9	53
Total	17	101*

*Does not total 100 percent due to rounding error.

Figure E-4. TYPES OF TRAINING RECEIVED BY BUS MONITORS.

Necessity of Training		Number of Responses	Percent of Total
Monitors who were not trained		9	53
1.	Yes, training is necessary	4	
2.	No, training is unnecessary	2	
3.	Do not know	3	
Monitors who received training		8	47
1.	Yes, training is necessary	4	
2.	No, training is unnecessary	2	
3.	Do not know	2	
Total		17	100

Figure E-5. BUS MONITORS' PERCEPTIONS CONCERNING THE NECESSITY OF TRAINING.

The Significance of Training	Number of Responses	Percent of Total
The training was sufficient	4	50
The training was deficient	4	50
Total receiving training	8	100

Figure E-6. BUS MONITORS' OPINIONS CONCERNING THE QUALITY OF TRAINING.

Suggestions for Additional Activities	Number of Responses	Percent of Total
More authority over students	3	18
More contact with principals and parents	2	12
Increase number of workhours from four to eight	1	6
Nothing	11	65
Total	17	101*

*Does not total 100 percent due to rounding error.

Figure E-7. BUS MONITORS' SUGGESTIONS CONCERNING ADDITIONAL ACTIVITIES.

D-2. Bus Monitor Activity—Bus Monitor Survey

1. What are the most important duties that a bus monitor performs?

2. In what ways are bus monitors most helpful to bus drivers?

3. Working together, how do bus drivers and bus monitors supervise children?

4. What training did you receive? Did it adequately prepare you for the job you are doing?

5. Are there things that you would like to do on the bus that you are not doing now?

To be administered to selected 1-3 schools' bus monitors.

Bus Monitor Observations, noted by Date, Bus Route Number, Base and Morning/Afternoon Routes

MORNING ROUTES

Route #	Observation Order	Date	Base**
121	1. Govalle	Jan. 5	North
90	2. Sanchez	Jan. 6	LBJ
98	3. Sunset Valley	Jan. 7	South
133	4. Oak Springs	Jan. 11*	LBJ
75	5. Rosewood	Jan. 18*	North
150	6. Sims	Jan. 19	North
95	7. Sunset Valley	Jan. 25*	South
183	8. Highland Park	Jan. 26*	Central
48	9. Metz	Feb. 1	LBJ
70	10. Allan	Feb. 2	North

Optional observation days February 8th and 9th.

AFTERNOON ROUTES

Route #	Observation Order	Date	Base
73	1. Allan	Jan. 5	North
142	2. Allan	Jan. 6	South
157	3. Norman	Jan. 7	LBJ
47	4. Metz	Jan. 11	LBJ
97	5. Sunset Valley	Jan. 19	South
10	6. Highland Park	Jan. 21	LBJ
113	7. Casis	Jan. 26	South
154	8. Sims	Feb. 2	LBJ
164	9. Bryker Woods	Feb. 4	Central
110	10. Govalle	Feb. 9	North

Optional observation days February 11th and 16th.

*Bus driver and Bus monitor interviews will be conducted concurrently in conjunction with observations. Interviews with Base Supervisors and Dispatchers (both morning and afternoon) will be conducted on dates with an asterisk. Observation/Interview dates may vary due to unforeseen circumstances.

**Central Base = Criswell Center
LBJ Base = Deleon Terminal
North Base = Sneed Terminal
South Base = Saegert Center

Chapter 2--Formula

Appendix F

BASE SUPERVISOR INTERVIEW

INSTRUMENT DESCRIPTION: Base Supervisor Interview

Brief Description of the instrument:

Six open-ended questions designed to elicit general and specific information concerning the administrative viewpoint of the bus monitor activity. Question 2 can be compared with question 1 of the bus driver and bus monitor interviews. Question 6 can be compared with question 5 of the parent interview, the administrator survey, and the teacher survey.

To whom was the instrument administered?

All base supervisors (N=4).

How many times was the instrument administered?

Once.

When was the instrument administered?

The interviews were conducted between January 18 and February 10, 1983.

Where was the instrument administered.

In the office of each base supervisor.

Who administered the instrument?

The Evaluation Intern.

What training did the administrators have?

General training in interviewing techniques.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some item responses can be compared to those of bus drivers, bus monitors, parents, administrators and teachers.

BASE SUPERVISOR INTERVIEW

Purpose

The Base Supervisor Interview was designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

> Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?
>
> > Evaluation Question D1-2: Are bus monitors meeting the needs of the students and schools they serve?
>
> Decision Question D2: Should AISD continue to fund bus monitors from Chapter 2? If so, are program alterations necessary?
>
> > Evaluation Question D2-6: Do all appropriate routes for K, 1-3 schools have bus monitors?
> >
> > Evaluation Question D2-7: What are the primary duties and responsibilities of bus monitors?
> >
> > Evaluation Question D2-9: Can the management of the bus monitors be improved?

Procedure

The Base Supervisor Interview was conducted in early spring 1983. It was designed to collect general and specific information concerning several aspects of the bus monitor activity. Some of the questions were designed to match several questions of the bus driver, bus monitor, parent, and administrator interviews, and the teacher survey. This procedure was followed to develop an overall description of the bus monitor activity. The topics covered included the base supervisor's role in the bus monitor activity, the primary duties and responsibilities of bus monitors, management probelms, and suggestions to improve the bus monitor activity.

Instrument. The Base Supervisor Interview instrument was developed by Office of Research and Evaluation staff during late winter and early spring of the 1982-83 school year. Contributions for potential questions and revisions were solicited from the Chapter 2--Formula Evaluator, the Chapter 2 Grant Planning Administrator and the Transportation Director. A copy of the questionnaire is contained in Attachment F-1.

Sample. At the time this survey was conducted the Austin Independent School District maintained four separate transportation bases. Each of

these bases was assigned bus monitors; these monitors were supervised by a base supervisor. The base supervisor oversees the total operation of a transportation base; they were selected to be interviewed to gain an understanding of the managerial issues associated with the bus monitor activity. All four base supervisors were interviewed; this represents a contact rate of 100 percent.

Implementation. The interview process began on January 18 and was completed on February 10, 1983. The original interview schedule for the base supervisors was not adhered to, due to scheduling conflicts of three base supervisors. The selected interview dates were noted with an asterisk on the bus monitor observation schedule. A copy of this schedule is posted in Attachment F-2. Interviews ranged in length from 10 to 30 minutes. Each base supervisor was provided with a general description of the interview purpose by transportation department personnel prior to each interview. The Chapter 2--Formula Evaluation Intern provided each supervisor with a more detailed description of the interview's purpose prior to the beginning of the interview. An identification number was written on each completed questionnaire to aid in identifying each base supervisor's interview responses in case there was a need for recontact.

Data Analysis. The data was analyzed using content analysis techniques. The numbers and percentages concerning responses to each question were calculated using a hand-held calculator. Responses for all Figures, F-1 through F-6, were analyzed by examining the total number of comments made to each question and tallying these responses by the number of times they were mentioned. This procedure resulted in the number of responses being greater than the number of base supervisors interviewed. This procedure was selected because:

a. the general nature of the questions did not allow the recording of a singular response per question, and

b. to increase the amount of information obtained from each driver.

Results

Responses. Base supervisors were asked six open-ended questions concerning the bus monitor activity. The responses are listed by interview question. The general format of the interview questions prevented any one question from specifically addressing any one particular decision or evaluation question.

Question 1: What is your role in the bus monitor activity?

The responses indicated that base supervisors play a very general role in the administration of bus monitors. This finding is to be expected

since the majority of a bus monitor's working time is spent away from the transportation base. The most notable finding was that an equal percentage, 25 percent, of the responses went to two categories, "Hire monitors" and "Provide training for monitors." Figure F-1 lists the base supervisors' comments concerning this question.

Question 2: What do you consider to be the primary duties and responsibilities of bus monitors?

The responses to question 2 were varied, ranging from very specific to very general statements. The most common response category stating that the monitor's most important duties centered on assisting students. The most important responsibility under this heading was "Helping students cross the street." It is somewhat surprising that this issue is emphasized, because very few monitors actually helped students cross busy streets (see Appendix G). Bus drivers and bus monitors stated that the most important duties of a bus monitor were to keep students seated. Figure D-1 lists the bus drivers' comments and Figure E-1 lists the bus monitors' comments concerning this issue. Only one base supervisor indicated that keeping students seated was an important bus monitor duty. The probable reason for this difference in emphasis is due to the base supervisors' concern for general transportation related issues rather than the more specific on-the-bus operational issues. A summary of the base supervisors' impressions concerning bus monitors' duties is posted in Figure F-2.

Question 3: How do you insure that the overall bus monitor process and/or individual monitors are functioning properly?

Base supervisors receive the majority of comments concerning bus monitors from two sources: parents and drivers. Supervisors believed that the comments of parents carry more weight than those of drivers because drivers are somewhat reluctant to provide complete information concerning a bus monitor's failings. The base supervisors' comments concerning source of feedback used to monitor the bus monitor activity are summarized in Figure F-3.

Question 4: How do you insure that all appropriate routes have bus monitors?

The general guide that base supervisors follow concerning the assignment of bus monitors is the scheduling sheet from the Central Transportation Office. This scheduling sheet contains the list of routes that should have monitors.

The most common method used to guarantee that all routes have monitors was to use extraboards, drivers or driver trainees that have not been assigned to a bus route. The second most common response was not to assign anyone to replace absent monitors.

One base supervisor used a hierarchy of steps to replace absent drivers. These steps in order of implementation were:

1. reassignment of monitors from routes with few and/or well behaved students.

2. substituting extraboards,

3. substituting road supervisors, and

4. send busses out without a monitor.

In actuality, the most common procedure is to send a bus out without a monitor if the scheduled monitor is absent. Base supervisors stated that the daily absentee rate for monitors ranges from 5-15 percent; this makes it very difficult to replace monitors with the few extra-boards available. There are usually not enough extraboards to replace monitors because the replacement of absent bus drivers has a higher priority than the replacement of bus monitors. Figure F-4 lists the persons used by base supervisors to replace absent bus monitors. According to base supervisors the low pay, split working shifts, and short working hours make it very difficult for the transportation department to reduce the level of monitors' absenteeism. Monitors usually work 4.5 hours per day; usually 2.25 hours in the morning and 2.25 hours in the afternoon. Monitors were paid $4.08 per hour at the time of this interview; several base supervisors commented that this was not a sufficient amount of inducement to come to work every day. Monitors' pay has since been increased to $4.93 per hour with another increase scheduled for the 1983-84 school year.

Question 5: Are there any problems with the management of bus monitors?

The three most common response categories, "Absenteeism," "Competition for authority on the bus between the monitor and driver," and "Monitors' lack of interpersonal skills," each accounted for 25 percent of the total responses. Two of the base supervisors stated that low pay, the short working day, and split shifts resulted in a high turn-over rate and a high rate of absenteeism for monitors.

The problem between drivers and monitors can be summarized in three general statements:

1. different techniques used to discipline students,

2. some monitors lack good interpersonal skills, and

3. competition for authority on the bus concerning the driver's/monitor's contribution in establishing student discipline procedures.

Two base supervisors said that some of the monitors were too young and/or poorly educated and that this limited the range of their interpersonal skills. Figure F-5 contains base supervisors' comments concerning management problems associated with the bus monitor activity.

Question 6. The best way to improve the bus monitoring process might be to...

Two response categories, "Improve training," and "Monitors should be given the responsibility to monitor secondary students," tied for the most common response category. Each received 27 percent of the total mentions associated with question 6. One base supervisor suggested having the School Community Liaison staff train monitors in much the same way as they had done in past. This base supervisor believed that the leadership effectiveness training classes established for lead drivers should also be made available for bus monitors. Three base supervisors believed that monitors should be given the responsibility to attend to the junior high and senior high school students. Currently monitors are riding with both elementary and high school students, but they only monitor elementary students. One base supervisor cautioned that monitors need to be better trained before they are given the responsibility to supervise the behavior of secondary students. The categories of the base supervisors' suggestions for improving the bus monitor activity are included in Figure F-6.

The base supervisors' responses to question 6 can be compared with question 5 of the parent interview, the administrator, and teacher surveys. Parents stated that the best way to improve the bus monitor activity might be to make changes in the hiring and/or training of bus monitors. Figure C-8 and Attachment C-5 in Appendix C contain the complete listing of parents' suggestions concerning changes in the bus monitor activity. Administrators and teachers also suggested that improvements be made in bus monitor training procedures. Teachers' comments are noted in Appendix I, Figure I-6 and Attachment I-2. Administrators' comments are located in Appendix H. Figure F-5 lists the categories of base supervisors' responses which address this issue and Attachment F-2 lists the complete suggestions that focus on the issue of change in the bus monitor activity.

Role of the Base Supervisor	Number of Responses	Percent of Total
Hire monitors	4	25
Provide training for monitors	4	25
Provide a job description	3	19
Discipline of bus monitor	2	12
Provide general supervision	2	12
Provide counseling	1	6
Total	16	99*

*Does not total to 100 percent due to rounding error.

Figure F-1. BASE SUPERVISORS' ROLE IN THE BUS MONITOR ACTIVITY.

Bus Monitor Duties	Number of Responses	Percent of Total
Disciplining students	4	31
1. Keeping students under control	1	
2. Keeping students seated	1	
3. Making sure students obey riding rules	1	
4. Keeping down students' noise level	1	
Assisting students	6	46
1. Helping students exit at their correct stop	1	
2. Helping students cross the street	3	
3. Providing comfort to students	1	
4. Insure that students have a safe ride	1	
Assisting drivers	3	23
1. Act as a witness in students' discipline disputes	1	
2. Aid bus driver in remembering students' names and stops	1	
3. Arriving on time so that the driver may leave the base on schedule	1	
Total	13	100

Figure F-2. BASE SUPERVISORS' IMPRESSIONS OF THE PRIMARY DUTIES AND RESPONSIBILITIES OF BUS MONITORS.

Source of Feedback	Number of Responses	Percent of Total
Parents	4	29
Drivers	4	29
Teachers	2	14
Monitors	2	14
School Administrators	1	7
Students	1	7
Total	14	100

Figure F-3. BASE SUPERVISORS' SOURCE OF FEEDBACK USED TO MONITOR THE BUS MONITOR ACTIVITY.

Replacements for Absent Bus Monitors	Number of Responses	Percent of Total
Extraboards (i.e., replacement drivers)	4	44
Road supervisors	1	11
Reassignment of monitors	1	11
No provision is made	3	33
Total	9	99*

*Does not total 100 percent due to rounding error.

Figure F-4. PERSONS USED BY BASE SUPERVISORS TO REPLACE ABSENT BUS MONITORS.

Management Problem	Number of Responses	Percent of Total
Absenteeism.	2	25
Competition for authority on the bus between the monitor and driver.	2	25
Monitors lack interpersonal skills.	2	25
High turnover rate.	1	12
Monitors are not needed.	1	12
Total	8	99*

*Does not total 100 percent due to rounding error.

Figure F-5. BASE SUPERVISORS' MANAGEMENT PROBLEMS ASSOCIATED WITH THE BUS MONITOR ACTIVITY.

Suggestions for Improvement	Number of Responses	Percent of Total
Improve training.	3	27
Monitors should be given the responsibility to monitor secondary students.	3	27
Make provisions for substitution of absent monitors.	1	9
Hire additional monitors.	1	9
Hire experienced people.	1	9
Institute a procedure to monitor monitors.	1	9
Provide guaranteed time for monitors.	1	9
Total	11	99*

*Does not total 100 percent due to rounding error.

Figure F-6. BASE SUPERVISORS' SUGGESTIONS FOR IMPROVING THE BUS MONITOR ACTIVITY.

BASE SUPERVISOR INTERVIEW

1. What is your role in the bus monitor activity?

2. What do you consider to be the primary duties and responsibilities of bus monitors?

3. How do you insure that the overall bus monitor process and/or individual monitors are functioning properly?

4. How do you insure that all appropriate routes have bus monitors?

5. Are there any problems with the management of bus monitors?

6. The best way to improve the bus monitoring process might be to.... (Training)

Bus Monitor Observations, noted by Date, Bus Route Number, Base and Morning/Afternoon Routes

MORNING ROUTES

Route #	Observation Order	Date	Base**
121	1. Govalle	Jan. 5	North
90	2. Sanchez	Jan. 6	LBJ
98	3. Sunset Valley	Jan. 7	South
133	4. Oak Springs	Jan. 11*	LBJ
75	5. Rosewood	Jan. 18*	North
150	6. Sims	Jan. 19	North
95	7. Sunset Valley	Jan. 25*	South
183	8. Highland Park	Jan. 26*	Central
48	9. Metz	Feb. 1	LBJ
70	10. Allan	Feb. 2	North

Optional observation days February 8th and 9th.

AFTERNOON ROUTES

Route #	Observation Order	Date	Base
73	1. Allan	Jan. 5	North
142	2. Allan	Jan. 6	South
157	3. Norman	Jan. 7	LBJ
47	4. Metz	Jan. 11	LBJ
97	5. Sunset Valley	Jan. 19	South
10	6. Highland Park	Jan. 21	LBJ
113	7. Casis	Jan. 26	South
154	8. Sims	Feb. 2	LBJ
164	9. Bryker Woods	Feb. 4	Central
110	10. Govalle	Feb. 9	North

Optional observation days February 11th and 16th.

*Bus driver and Bus monitor interviews will be conducted concurrently in conjunction with observations. Interviews with Base Supervisors and Dispatchers (both morning and afternoon) will be conducted on dates with an asterisk. Observation/ Interview dates may vary due to unforeseen circumstances.

**Central Base = Criswell Center
LBJ Base = Deleon Terminal
North Base = Sneed Terminal
South Base = Saegert Center

Chapter 2--Formula

Appendix G

BUS MONITOR OBSERVATION NARRATIVES

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INSTRUMENT DESCRIPTION: Bus Monitor Observation Narratives

Brief Description of the instrument:

The Bus Monitor Observation Narratives (BMON) were used to record on-the-bus behaviors associated with the bus monitor activity. Behaviors were recorded during each bus route in a narrative format.

To whom was the instrument administered?

A total of 20 desegregation bus routes.

How many times was the instrument administered?

One observation per route; either the morning or evening portion of each route.

When was the instrument administered?

The observations were conducted between January 5 and February 9, 1983.

Where was the instrument administered?

On each selected bus.

Who administered the instrument?

The Chapter 2--Formula Evaluation Intern.

What training did the administrators have?

General training in observational techniques, and two trial observations.

Was the instrument administered under standardized conditions?

Each on-bus situation varied.

Were there problems with the instrument or the administration that might affect the validity of the data?

Some driver and monitor teams stated that the students may have behaved differently due to the presence of the observer.

Who developed the instrument?

Office of Research and Evaluation staff.

What reliability and validity data are available on the instrument?

N/A.

Are there norm data available for interpreting the results?

Some general item response categories can be compared with those of bus drivers and bus monitors on their interview instruments.

BUS MONITOR OBSERVATION NARRATIVE

Purpose

The Bus Monitor Observation Narrative (BMON) was the technique designed to record on-the-bus behaviors associated with the bus monitor activity. This information was used to answer the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?

Evaluation Question D1-2: Are bus monitors meeting the needs of the students and the schools they serve?

Decision Question D2: Should AISD continue to fund bus monitors from Chapter 2? If so, are program alterations necessary?

Evaluation Question D2-7: What are the primary duties and responsibilities of bus monitors?

Procedure

Bus monitor observations were conducted in early spring 1983. Observations were conducted to collect general and specific information concerning the roles and responsibilities of bus monitors. Some of the information collected can be compared to that of the bus driver and bus monitor interviews. The issues covered include the role of the bus monitor and the behavior of the students and drivers.

Instrument. The Bus Monitor Observation Narrative (BMON) was selected by Office of Research and Evaluation staff in June 1983 as the method to record on-bus behaviors of bus monitors, bus drivers, and elementary students. The design of the BMON provides for the recording of activities that occurred on a single morning or afternoon portion of a bus route with a bus monitor in a narrative format. This approach was selected because of:

a. the high degree of variability between bus routes; in terms of the number of students, the size of bus, the age of students, the time of route, etc., and

b. the importance of noting unique behaviors performed by each bus monitor,

c. moreover, the observer was not sufficiently aware of the range of bus monitor activities to allow for the development

of a checklist with predetermined categories prior to the start of observations.

The period of observation was either the morning or afternoon portion of an elementary bus route. An observation began with the boarding of the first elementary student and ended with the exiting of the last elementary student. Observational information was recorded during the bus route in a continuous pattern. This process was followed rather than using preset recording intervals because of the rapidly changing nature of on-bus behaviors. The unstructured narrative format afforded better recording of the diversity of activities occurring on all busses along with the uniqueness of activities occurring on any one particular bus.

The behaviors of the drivers and elementary students were also noted even though bus monitors were the major focus of this study. This procedure was adopted because the activity of a bus monitor was discovered to be heavily influenced by the actions of the driver and students. Each BMON addresses five general categories of on-bus behaviors:

a. General on-bus activities,
b. Behavior of students,
c. Bus driver and bus monitor interactions,
d. Bus driver's behavior,
e. Bus monitor's behavior.

Several examples of the observation narratives are enclosed in Attachment G-1. These examples illustrate the range of behaviors recorded during the observation.

Sampling and Scheduling. A total of 20 observations were conducted by the Chapter 2--Formula Evaluation Intern. The bus routes to be observed were chosen according to the procedures outlined in Attachment G-2. The selected bus routes were then evenly divided by morning and afternoon route schedules.

In scheduling the observations, several limitations were kept in mind.

1. No more than two observations were conducted on a given day,

2. All observations required an interview with the bus driver and bus monitor, and

3. The other responsibilities of the evaluation intern limited the days when observations could be conducted.

Implementation. The first task was bus route selection. The selection procedure is described in Appendix G-2. The bus routes were observed on a prearranged schedule. Attachment G-3 contains a copy of the observation schedule. Interviews with bus drivers and bus monitors on nearly all bus routes occurred after the observation was completed. The observer was usually seated in the rear of the bus; directly behind the wheels.

The bus driver and bus monitor were informed of the purpose of the observation by transportation personnel. Each driver/monitor team was also provided with a more detailed description of the evaluation purpose and content by the Chapter 2--Formula Evaluation Intern immediately after boarding the bus.

The observation process started on January 5 and ended on February 9, 1983. Observations were conducted between the hours of 6:45 a.m.-8:00 a.m. and 2:20 p.m.-3:30 p.m. The route number was written on each completed observation narrative so that an individual narrative could be compared with its associated bus driver and bus monitor interview results if the need arose. The Evaluation Intern had the departure time for each selected bus route and the base from which it departed. A total of 20 observations were conducted, representing a contact rate of 100 percent. Observations were done even if the bus monitor was absent.

Results

The totality of observational comments noted on each observation narrative exceeds that which is necessary to produce an accurate description of on-the-bus behaviors. Fortunately, this information can be collapsed to reflect five areas of interest in providing information relevant to Evaluation Questions D1-2 and D2-7. The data was analyzed using content analysis techniques. The results are presented in three ways:

a. a section entitled "General Results," which provides information concerning findings that could not be easily categorized,

b. specific behaviors performed by students, monitor-driver teams, drivers, and monitors are presented in Figure G-1 through G-4, and

c. a composite summary for the ten morning bus route observations is presented in Attachment G-4 and one for the ten afternoon bus route observations is presented in Attachment G-5.

General Results. The observation process resulted in the observation of 10 morning and 10 afternoon bus routes. The bus route samples included all elementary schools that are provided with desegregation bus service except Barton Hills and Wooten. No routes were chosen from these schools in the sampling process. The average number of elementary students on each bus was 39; the number of students ranged from 10 to 54 per bus. The average years of experience for drivers were 4.3 years; the range of experience was 2 to 9 years. The average years of experience for a monitor was 1 year and 3 months; the range of experience was one day to three years. Several of the monitors observed were among the first hired by the District. Nearly 85 percent of the bus routes chosen for observation had a monitor on board. This figure is consistent with the comments made by several base supervisors concerning a 5 to 15 percent absentee rate for monitors (see Appendix F).

There were a total of seven bus routes where the bus driver and bus monitor had assigned seating for elementary students. The presence or absence of this practice did not appear to have a significant effect on the quality of supervision provided by either the monitor or the driver.

Only two of the bus monitors actively supervised secondary students; the remainder remained seated near the driver throughout the secondary portion of the route. Eleven percent of the bus drivers that were interviewed indicated that they wished that monitors could supervise secondary students (see Appendix D). The monitors through informal conversations informed the observer that they believed that secondary students are young adults and do not wish to be told what to do; therefore, they did not see the need to supervise them. The monitors that did supervise secondary students performed an effective job.

Specific Behaviors. This section contains listings of behaviors as follows:

a. students' behaviors,

b. monitor's and driver's joint supervisory behaviors,

c. driver's supervisory behaviors, and

d. monitor's supervisory behaviors.

Each will be discussed in the above order.

Students' behaviors. The recording of responses for this category focused on behaviors which required some supervisory action by the bus monitor; this bias should be kept in mind when the results are interpreted. With this caveat, the BMON's results for this section can be examined by posing the following question: Which students activity is more likely to result in a supervisory behavior on the part of the bus monitor? Figure G-1 contains a complete listing of students' behaviors.

Monitor's and driver's joint supervisory behaviors. This section addresses activities in which the driver and the monitor performed activities related to the supervision of students. Figure G-2 contains a listing of student supervisory activities performed by the monitor and driver.

Driver's supervisory behaviors. This section addresses the driver's role in the supervision of students. Figure G-3 contains a listing of drivers' behaviors associated with the supervision of elementary students.

Monitor's supervisory behaviors. This section addresses the monitor's activities associated with student supervision. Figure G-4 lists the supervisory behaviors performed by bus monitors.

Composite Narratives. The composite narratives were developed to condense the information contained on the twenty BMON's into a more readable format. One composite narrative summarized the information obtained from the ten morning observations while the other contained a summary of information listed in the ten afternoon observation narratives. These composite

narratives, one for the morning routes and the other for the afternoon routes, were developed to reflect the differences in on-bus behaviors due to the more active behavior expressed by students on the afternoon routes and the other differences concerning boarding and exiting procedures between the two time periods. The composite narrative for the morning bus routes is contained in Attachment G-4. The composite narrative for the afternoon bus routes is posted in Attachment G-5.

A copy of some of the training materials provided to monitors which describe their role and responsibilities is contained in Attachment G-7. These materials have been included to serve as a comparison tool in which to measure actual monitor's behaviors with suggested monitor's behaviors. The materials within Attachment G-7 were developed by the transportation department to familiarize monitors with their expected duties.

A copy of "Riding Right," the student's guide to correct student's bus riding behavior is contained in Attachment G-8. The student guide was included to provide a description of proper student's behavior. This description can be compared with the observed student's behaviors noted in the BMON's and in the composite narratives. The booklet was designed by the Austin Independent School District.

The reader is invited to compare the contents of Attachments G-7 and G-8 with the observed accounts of on-bus behaviors in order to gain a clearer picture of proper and improper on-bus behavior. A detailed listing of the differences in observed and suggested on-bus behaviors is not provided due to the large number of differences and the substantial information provided by the observation accounts and the materials in Attachments G-7 and G-8.

Specific Student Behaviors
Seated, but talkative
Facing rearward
Standing in aisle
Fighting
Changing seats
Screaming
Putting their coats over their heads
Standing in their seats
Thrusting their limbs out of the bus windows
Banging on the wall of the bus
Opening windows on freezing days
Tossing Paper

Figure G-1. SPECIFIC TYPES OF STUDENT ON-THE-BUS BEHAVIORS WHICH ELICITED MONITORS' SUPERVISORY BEHAVIORS.

Specific Team Behaviors
Keeping students seated
Keeping students under control
Monitoring students' noise level
Providing comfort to students
Helping students locate their stop
Asking students to face forward

Figure G-2. SPECIFIC STUDENTS SUPERVISORY BEHAVIORS IN WHICH BOTH THE MONITOR AND DRIVER PARTICIPATED.

Specific Drivers' Behaviors
Asked students to quiet down
Helped monitor to discipline students
Asked students to remain seated
Greeted students as they boarded the bus
Helped to seat students
Monitored students in the front section of the bus
Monitored students from the rearview mirror
Asked students to face forward
Helped students exit at the correct stop
Directed exit procedures with no assistance from the monitor
Directed exit procedures with monitor's assistance
Directed students across busy streets while seated
Helped students locate their bus stop

Figure G-3. SPECIFIC DRIVERS' BEHAVIORS CONCERNING THE SUPERVISION OF ELEMENTARY STUDENTS.

Specific Bus Monitors' Behaviors
Asked students to quiet down
Seated students
Kept student seated
Moved about the bus to supervise students
Remained seated at the front of the bus
Talked with students
Checked for students' belongings after they exited
Helped students cross the street after they exited the bus
Assigned seats to students as they boarded the bus
Greeted students as they boarded the bus
Directed exit procedures without assistance from the driver
Monitor only supervised students seated at the rear of the bus
Helped students cross the street prior to boarding
Awakened students at their stop
Inquired about absent students

Figure G-4. SPECIFIC MONITORS' BEHAVIORS CONCERNING THE SUPERVISION OF ELEMENTARY STUDENTS.

Attachment G-1

SELECTED EXAMPLES OF BUS MONITOR OBSERVATION NARRATIVES

(Page 1 of 6)

OBSERVATION EXAMPLE 1

Morning Bus Route

I met monitor and driver and informed them of the evaluation process. The monitor told me her job was to keep students quiet and to seat them on the bus--no further elaboration.

The monitor is seated in the front of the bus...as the bus begins to fill she has progressively moved toward the rear...she eventually sits on the last seat between two boys who are known to cause a ruckus if left alone to play together.

At the beginning of the route she was greeting the children individually; as the bus became more crowded she just said, "Ya set down so that the driver can go." She states that it was necessary for her to say this because had she not the students would have spent too much time trying to decide which friend to sit with. Students are seated three to a seat. It appears to be a very relaxed trip--the students have stayed in their seats throughout the trip. The monitor did not have to leave her seat at the rear of the bus. She states that she chooses that place to sit because that is where the "troublemakers" are seated.

Throughout the route she would say, "Ya be quiet." This comment is usually made only to those seated at the rear of the bus. The noise level is "okay" according to the driver. The driver stated, "With 68 children in one place you cannot expect to hear a pin drop." Nearly everyone on the bus is talking--all at a normal sound level.

The monitor and driver appear to like working with one another, however there has been no direct or indirect contact between the two throughout the route. Basically, it is the bus driver's bus--meaning he greets everyone, he decides when the children are too loud, and if they are he asks them to be quiet. The driver directed exit procedures which were very orderly. The monitor had little or no role to play in this procedure. The monitor's duties were basically complete after the children were off the bus.

OBSERVATION EXAMPLE 2

Morning Bus Route

I met the driver and the monitor on the bus and informed them of the purpose of the evaluation. Neither appeared to be overly concerned.

The boarding and riding procedures on this bus appeared to be very rigid. The children waiting at the bus stop are required to line up in an orderly manner at the curb. They are not to approach the bus until the driver opened the door and/or signaled the children to enter. If the students failed to execute the boarding procedures properly they had to repeat the boarding process. The driver stated that the students learned the procedures in school from a program entitled, "Bus rider educational program."

The bus monitor insured that the children located a seat and remain seated throughout the route.

The monitor has been changing her seat throughout the route. This is possible due to the relatively small number of students riding a bus of this size (i.e., large capacity bus).

The driver does not move the bus nor completely close the door until the monitor had properly seated the children. The driver looks in the rearview mirror to insure that all children are seated.

The monitor has been talking and playing with the children throughout the route. The driver addressed the entire group of students while the monitor addressed students individually. From this observation it appears that the bus monitor's role is to keep the pressure off the driver so that she/he can watch the traffic.

The monitor helped the driver exit the children from the bus by standing midway in the aisle, blocking the children in the rear until it was their time to exit.

OBSERVATION EXAMPLE 3

Afternoon Bus Route

The students boarded the bus in groups. The substitute driver asked each group as they entered to be quiet and seated. The monitor worked the rear of the bus attempting to seat the students as they entered. The driver asked the students to be quiet and remain seated. The driver asked if everyone was ready; the students screamed back, "Yeah!".

Three boys are standing in the aisle as the bus leaves the schoolyard. Several are screaming as loud as they can to their friends on the sidewalk, others are hitting or attempting to hit other students on the sidewalk. The monitor is going from seat to seat asking the students to remain quiet; as she leaves one area to supervise other students, the students in the area that she has just spoken to are again acting up. The driver shouted for quiet; the students were quiet for five seconds.

The bus is completely full of students. They are seated three to a seat in most rows. The monitor is working very hard, as is the driver, but the students are extremely disruptive and noisy.

The driver has been looking in the rearview mirror to check on students' behavior at traffic intersections. The driver is busy trying to maintain order in the front three rows, freeing the monitor to discipline the students seated in the rear of the bus. The students are behaving on the bus as they would at recess. The driver asked one boy in the front section to stop banging on the roof and sit down. Another boy began banging on the roof just after the other one was seated; he also stopped after the driver asked him to sit down.

The students in the middle of the bus are starting to bang on the side of the bus. The monitor has been up and down the aisle several times since the bus left the school asking each group of students to be quiet only to hear them get loud again after she leaves their side. The monitor is speaking to the children in a normal tone of voice.

All of a sudden a group of students in the front got up to have a paper fight--the monitor shouts at them to sit down. They slowly obeyed her command. One student lowered a window; the bus is traveling on an expressway and it is cold outside (43 degrees). The air in the bus has rapidly changed from cool to cold. Several of the girls screamed due to the cold, the boys threaten him with words and fists. The monitor moved up to where the student is seated and asked him in a quiet and deliberate tone, "Could you raise the window? It is cold outside." The student then raised the window.

The students are very talkative; they have been throughout the route. The volume of the noise they are making has been steadily increasing.

The monitor told one student to stop throwing paper; he stopped till the monitor walked past and continued tossing paper towards the rear of the bus.

Several students in the rear of the bus are screaming to their friends seated in the front.

One student is peering out of the emergency door window waving at cars. Several of the students, some in the front and some in the rear, are standing in their seats to talk with their friends several seats away. The monitor is too busy elsewhere to supervise them. The monitor is in the front of the bus, asking several students not to scream.

There is extreme disorder in 75 percent of the seats. One boy in the rear of the bus believes that the side of the bus is a drum; he has been banging for the last seven minutes.

We have arrived at the first stop. The noise is incredible. Nearly all the students are screaming. Several of the boys on the front seat are directing the substitute driver as to the location of the bus stops.

We have arrived at the second stop; the driver has left his seat, a little girl is pretending she is crying. The driver is very upset about this trick. The monitor is asking students to turn around, they are enjoying an argument between two students.

One little boy is loudly tapping his foot; several of the students join him by stomping on the floor, each trying to outdo the other. The driver asks them to stop.

At the third stop the noise level is slightly lower due to the reduced number of students. The monitor has just stopped a fight between two boys.

Two boys who just exited are lined up beside the bus to race the bus to the next stop. The driver is not participating in the race; he is only driving to the next stop. The students on the bus all move to one side to watch the race; the driver and monitor try to get them seated. At the next stop the driver asks the two boys to stop racing with the bus. As the driver pulls off the boys are running alongside and the students again move to the right side of the bus to see who is winning. The next stop is about a half mile down the road--the boys stopped chasing the bus and the students returned to their seats.

The driver misses one of the assigned bus stops; one of the students lied to him about where the stop was located so that the driver would stop in front of his house. The substitute driver had to ask the students about the location of the bus stops because he was unfamiliar with the route and the route sheet did not list all the stops. Several students are screaming "Stop here!", "Do not stop here!", or "You missed my stop!". The driver does not know who is telling the truth.

After each stop students would yell to their friends who had just exited the bus. No one escorted the students across the street.

At the next stop one boy hit another student with an umbrella then ran off the bus. The boy who was hit ran to the front to follow the boy who

hit him. The driver stopped the boy near the door, the boy then ran to the window shouting at the boy who hit him.

A girl in the front is jumping from side to side. The monitor asks her to be seated, she refuses, the driver then asked her to stop--she did--for ten seconds. The driver asked the little girl to stop acting crazy. The driver asked students for directions, they lied to him--now we are lost. The students began to shout, "We want to go home! We want to go home!". The girl in the front is having her second temper tantrum because the driver will not let her off at her uncle's house.

The driver asks the students where the next stop is located--they finally tell him the truth. The girl is having her third temper tantrum. The driver and monitor ignore her. She is tossing and turning on the floor of the bus now. We arrived at the next to the last stop--all the students have exited except for one boy. The remaining student is taken to a day care center.

It is quiet now; the driver and monitor are talking about how loud and wild the students were--they also said that their behavior had improved.

Attachment G-2

SELECTION PROCEDURE FOR BUS MONITOR OBSERVATIONS

(Page 1 of 2)

SELECTION PROCEDURE FOR BUS MONITOR OBSERVATIONS

Step 1. The transportation department was contacted to find out which elementary schools had desegregation bus routes served by bus monitors. There were 14 such schools: Allan, Barton Hills, Bryker Woods, Casis, Govalle, Highland Park, Metz, Norman, Oak Springs, Rosewood, Sanchez, Sims, Sunset Valley, and Wooten. The final selection included all the above schools except for: Barton Hills and Wooten. No observations were scheduled on bus routes to schools not involved in bussing for desegregation purposes.

Step 2. The total number of elementary desegregation routes was obtained from the transportation department. The total number of routes included in the selection pool was 49. Two of these bus routes were used as practice trials to familiarize the observer with the bus monitor activity.

Step 3. An observation sample size was chosen; 20 bus routes was deemed to be the maximum number that could be reasonably observed. Each observation required 3.5 hours. The actual observation ranged from 20 to 45 minutes; the remaining time was spent traveling to and from the transportation base, to and from elementary schools and the time the observer rode on the secondary student portion of the bus route.

Step 4. Each of the 47 bus routes were listed randomly and then assigned a random number to represent it.

Step 5. The number of elementary desegregation bus routes per base was obtained. The proportional number of routes for each base was calculated. This procedure resulted in the selection of 7 bus routes from the LBJ base, 6 from the North base, 5 from the South base, and 2 from the Central base.

Step 6. Routes were randomly selected from each base proportionally.

Step 7. The selected bus routes from the four bases were combined; each of these routes was randomly assigned a number and posted in one single group.

Step 8. Ten schools were randomly selected from the list of twenty for morning observations. The remaining ten for afternoon observations.

Step 9. Twenty days were selected on which observations could be conducted. Each bus route was randomly assigned an observation date.

Bus Monitor Observations, noted by Date, Bus Route Number, Base and Morning/Afternoon Routes

MORNING ROUTES

Route #	Observation Order	Date	Base**
121	1. Govalle	Jan. 5	North
90	2. Sanchez	Jan. 6	LBJ
98	3. Sunset Valley	Jan. 7	South
133	4. Oak Springs	Jan. 11*	LBJ
75	5. Rosewood	Jan. 18*	North
150	6. Sims	Jan. 19	North
95	7. Sunset Valley	Jan. 25*	South
183	8. Highland Park	Jan. 26*	Central
48	9. Metz	Feb. 1	LBJ
70	10. Allan	Feb. 2	North

Optional observation days February 8th and 9th.

AFTERNOON ROUTES

Route #	Observation Order	Date	Base
73	1. Allan	Jan. 5	North
142	2. Allan	Jan. 6	South
157	3. Norman	Jan. 7	LBJ
47	4. Metz	Jan. 11	LBJ
97	5. Sunset Valley	Jan. 19	South
10	6. Highland Park	Jan. 21	LBJ
113	7. Casis	Jan. 26	South
154	8. Sims	Feb. 2	LBJ
164	9. Bryker Woods	Feb. 4	Central
110	10. Govalle	Feb. 9	North

Optional observation days February 11th and 16th.

*Bus driver and Bus monitor interviews will be conducted concurrently in conjunction with observations. Interviews with Base Supervisors and Dispatchers (both morning and afternoon) will be conducted on dates with an asterisk. Observation/ Interview dates may vary due to unforeseen circumstances.

**Central Base = Criswell Center
LBJ Base = Deleon Terminal
North Base = Sneed Terminal
South Base = Saegert Center

Attachment G-4

BUS MONITOR OBSERVATION NARRATIVE COMPOSITE
FOR THE TEN MORNING OBSERVATIONS

(Page 1 of 4)

The following composite description summarizes the activities noted on ten morning bus monitor observations.

The busses usually leave their respective transportation bases between 6:30 a.m. and 7:00 a.m. The first elementary students are usually boarded around 6:45 a.m. At the majority of stops students stand in a single line just prior to boarding the bus. This is a practice established by several of the drivers. At some of the stops the children may be playing near the curb; the drivers usually explain to them that this is very dangerous. When students run across streets to board the morning bus a few of the drivers may speak to them about the dangers of darting out of the house and running towards the bus. Sometimes the driver may send the student back across the street and direct them in the proper way of crossing: looking both ways first and then walking across at a normal pace. Drivers never asked this of students when one of the student's parents was standing in view. The parent-driver relationship is limited; the informal policy is to relate as little as possible to parents. This practice is the outgrowth of an incident which occurred near Austin in which a bus driver was shot dead by an irate parent.

The students (elementary and secondary) on the north and northwest sections of the city are provided with front door pickup service. The bus usually stops in front of their house and the child is then escorted or watched by their parents as they board the bus. Students on the south, east, and southeast sides of town usually wait in groups at sites assigned as bus stops. One of the base supervisors stated that the only reason for this difference in procedure was "the people on these sides of town did not request this service, so they do not receive it." This difference in pickup procedures affected the boarding procedures used by monitors. The children on the north and northwest routes usually board and seat themselves separately; there is little confusion in the boarding procedure when only one or two students board at a time. The students on the other routes are usually boarded in groups of three or more. This requires a different on-bus boarding procedure; the monitor and driver are usually under pressure to seat the students. The driver is not allowed to move the bus until all the students are seated; during this time the emergency lights are on and traffic is being held. In order to minimize the bus' disruption to the traffic flow the driver and monitor sometimes hurriedly seat students. This practice sometimes leads to instructions being given in a gruff manner; it also limits the personableness between the monitor-driver team and the students. On the north and northwest routes students were greeted by name rather than by "Hurry up and find a seat."

The majority of the monitors remain seated directly behind the driver. There are two possible reasons for this behavior:

a. they remain at this location to assist the students in boarding the bus, and/or

b. since it was very cold inside the busses on the morning bus routes (the average morning temperature was usually

below 38 degrees) the monitor remained seated behind the bus driver to be near the main heater outlet for the bus; it is located directly behind the driver's seat.

The practice of remaining seated behind the driver limits the monitor's supervisory ability in two ways:

a. Many monitors allow students to sit in the aisle seat next to them. This practice limits a monitor's mobility given that the students must get up from their seat in order for the monitor to reach the rear sections of the bus.

b. The other reason this could be a bad practice is that all but three students are seated rearward of the monitor.

Monitors who are seated in the front seat usually have to turn around to face students or turn and stand in their seats. Neither of these approaches worked well. The drivers on these routes had to participate in the supervision of students at a higher degree than those on routes where the monitors were seated in the rear of the bus. The best practice was for the monitor to move to the front while students were boarding and rearward after each group was seated.

Several of the bus routes had assigned seating arrangements. This procedure was established to limit the number of ripped seats. Another reason for the practice of assigning seats is to separate or place students who misbehave in sections of the bus where they can be watched closely. Bus routes with assigned seating had better organized seating procedures and a more orderly boarding procedure. On busses without assigned seating the monitor limited students from fighting or misbehaving by reassigning seats throughout the route. The movement of students up and down the aisle while the bus was in motion was the principal problem with this action; if the driver had to stop suddenly the students could possibly be injured.

The noise level and seating problems usually increased as the bus began to fill. The monitor-driver teams were usually kept busy attempting to keep the students seated and quiet. The students became more alert towards the end of the route; it was difficult for the monitor and driver to keep them seated and quiet. It was in this period of the route that the process of monitoring students from the front seat began to fail; the distance between the monitor and the students did not allow for the effective monitoring of students. Drivers actively participated in the supervision of students at this time. The most common driver's supervisory behaviors was looking into the rearview mirror and asking individual students to remain quiet. When the entire bus became rowdy the driver would address the students as a group. Drivers <u>never</u> directed a monitor to discipline any student.

Only two of the monitors had time to comfort children, the remainder performed only disciplinary duties.

The students' noise level increased as the bus entered the school grounds. Upon arriving at school the students began standing up and moving around, this is another time when drivers actively participated in the supervision of students. The driver usually asked the students to be quiet and to sit down. Half of the drivers said goodbye to the students as a group as they exited the bus.

The majority of the bus routes did not have an organized exit procedure. On these routes students just jumped up and ran to the front door of the bus; this procedure resulted in mass chaos. Other forms of exit procedures included exiting by grade level, by sex, by side of bus, and by row. The best procedure observed was to have students exit row by row, left to right. The exiting procedure is mentioned because of its importance; a proper procedure to get students off the bus quickly and safely is very important. In the event of an accident, the students will already be used to an organized procedure. Monitors had little involvement in the directing of exit procedures.

Very few monitors checked the bus at the end of the elementary run for items left by elementary students. Most of the busses used for elementary routes are used later in the day to transport secondary students; therefore, items left on the bus belonging to elementary students may not be retrieved after the route is completed.

Prior to the beginning of the secondary bus route, the monitor and driver usually discussed the behavior of the students and possible seat reassignments. The monitor usually remained quietly seated behind the driver throughout the secondary portion of the bus route.

Attachment G-5

BUS MONITOR OBSERVATION NARRATIVE COMPOSITE
FOR THE TEN AFTERNOON ROUTES

(Page 1 of 5)

The following composite description summarizes the activities noted on ten afternoon bus monitor observations.

The afternoon bus routes usually began about 2:10 p.m. The busses arrived at the elementary schools around 2:30 p.m. The busses remained at all schools until 2:37 p.m.; therefore, seven minutes were allotted for bus boarding. At the end of each school day the elementary students rush out towards their assigned busses. The busses are usually parked in the same order every day to help the students locate the bus for their route. Busses are also labeled with animal figures (e.g., large pictures of elephants, tigers, etc., on the inside and outside of the bus). The school exit procedure for students differed at one school; this school had the students divided into separate lines according to their bus route. A teacher stood in front of each line until he or she was relieved by a bus monitor. The bus monitor then marched the students onto the bus in single file. Once on the bus the driver and the monitor seated students according to a pre-established seating arrangement. On routes without this procedure the boarding procedure resulted in students running through the bus, changing seats frequently, students getting onto the wrong bus, and general disorder on the school grounds and inside the bus. The organized school exit procedure may also have benefits to others besides the bus driver and bus monitor; parents picking up their children and teachers are afforded a more orderly school environment.

As students boarded the bus, both the monitor and driver worked rapidly to not only locate each student in a seat, but also to keep them seated, to prevent them from yelling to their schoolfriends from the bus windows, to prevent fighting, and to limit the noise students were making. Students' pre-trip behavior could best be described as chaos on all but one bus route. The monitor and driver were usually too busy seating students within the seven minute time period to worry about students on-bus behaviors. On the route that was the exception the monitor and driver greeted each student at the door of the bus and explained to them to be quiet and seated. One reason that this approach worked so well was that the small number of students riding on this route seemed to give the driver-monitor team less trouble.

The drivers usually asked for quiet at the beginning of each route. At this time some of the drivers issued traveling instructions. The drivers usually stressed being seated and remaining quiet. The manner that these instructions were presented ranged from friendly to gruff. The monitor usually walked up and down the aisle during this time seating students and asking them to be quiet.

The students were usually very quiet while the driver was speaking, but as soon as the bus left the curb the noise level increased. The students' behavior on afternoon routes was totally different from that observed on the morning routes. On the morning routes the students were still very drowsy; they were relatively well behaved. The students on the majority of the afternoon routes were loud and disorderly.

The drivers were more actively involved in supervising the students on afternoon routes. On two bus routes the drivers pulled the bus over to the side of the road and asked the students to be quiet and to behave. On one of the routes this action proved to work well, but on the other the students appeared to have gotten louder after the bus was again in motion.

On each trip there was a period of about 15 minutes between the time leaving the school and arriving at the first stop. On one bus this time period was reserved for reading. On the other busses the behavior ranged from quiet talking to highly disruptive behavior. On four busses it was the observer's opinion that the disruptiveness of the students could have created safety problems. On these busses students were either talking too loudly or moving about the bus without concern for their safety. When talking, pleading, or demanding failed to work as tactics in keeping students quiet the monitor and driver resorted to write-up sheets.

Notice of Unsatisfactory Conduct on School Bus Forms (NUCSB) are what drivers and monitors refer to as "write-up sheets." A copy of this form is contained in Attachment G-6. Write-up sheets are used in situations where the students' behavior is well beyond the range of acceptability. The majority of the write-ups are for students who refuse to remain seated (i.e., running up and down the aisle). The use of write-ups vary; some drivers use them sparingly, others more willingly. Drivers on nearly all the bus routes are in charge of deciding which students should be reported.

The following information concerning write-up sheets was obtained from interviews and informal conversations with bus monitors, bus drivers, and base supervisors. They mentioned that some drivers are reluctant to use the write-up sheets as a disciplinary tool because they do not want students to have their bus privilege suspended. Other drivers either collect write-ups for a particular student(s) and submit them all at one time, or threaten students with a write-up with no intention of ever submitting them to school officials. All of the above uses of write-ups in some way diminish their effectiveness. Nonuse of write-ups may lead to a continuation of misbehavior, saving write-ups concerning a particular student limits the association of a particular misbehavior with punishment, and threats of write-ups' use without actual usage reduce the disciplinary value of the sheets.

According to transportation department personnel the purpose of the write-up sheet is to inform school personnel about a student's misbehavior; the general procedure includes the following:

a. a student has a conference with the school principal after the first report of misbehavior on a bus,

b. after the second write-up the student's parents must come to the school to attend a conference with the school administrator and student, and

c. after the third write-up the student is considered for a temporary suspension of their bus riding privilege. The length of the suspension will vary according to the severity of the student's misbehavior and other factors.

The above procedure may vary by school and the severity of misbehavior. Several transportation department personnel suggested that regularly scheduled conferences with school personnel may help driver-monitor teams with the proper administration of write-ups.

Given the preceding comments it would appear that the value of write-ups in the disciplining of elementary students may be somewhat questionable. Write-ups appear to be a very effective discipline tool with secondary students, probably because they immediately understand the relationship between their misbehavior and the restraint imposed by the write-up sheet. Elementary students may not fully understand the connection between their misbehavior and the restraint imposed as a result of a write-up. During several observations students were heard to say, "Go ahead and write me up. I don't care."

On one route a monitor took the reverse approach, instead of using negative reinforcement techniques such as write-ups, the monitor used a positive reinforcement technique. The monitor provided candy to well-behaved students. This monitor proposed to students that the quietest side of the bus would receive a reward; a lollipop. This approach resulted in one of the quietest afternoon bus routes. Although this method of providing sugary goodies to students was very successful there are several limitations to this approach that may keep it from becoming an established practice. These limitations include:

a. a matter of equity; all the students on the "loud side" of the bus may have been quiet except for a few loud talkers,

b. providing items to students that parents may not wish for them to receive, and

c. the cost; monitors are not reimbursed for the candy they may provide to students.

Although the approach used by the monitor may have been somewhat incorrect, the underlying theme of positive reinforcement worked well. The use of positive reinforcement technique is the approach recommended by teachers (see Appendix L). Teachers recommended that several classroom-based positive reinforcement techniques could be applied to the schoolbus situation.

Very few of the monitors exited school busses to assist students in crossing streets; according to transportation department policy this is a safety procedure that many monitors should have performed. Crossing the streets with students does not have to conflict with the monitor's need to remain seated near the rear of the bus nor their need to provide constant supervision. Monitors can easily walk to the front of a bus, exit with students

and then return to their seat. The driver can supervise students while the monitor is off the bus, or perhaps the driver can help students across busy streets. There were several times when cars continued to proceed past the bus even after it had been stopped for several moments with its emergency flashers operating.

Another important procedure noted by several bus monitors was permanent assignment to one particular bus route throughout the school year. They mentioned several reasons why this should be an established practice; these reasons were:

a. the monitor is aware of each student's bus stop,

b. the monitor knows at which stops students have to cross a street in order to get home, and

c. it breeds a sense of familiarity between the bus monitor and the students which leads to an improved student's understanding of their expected behaviors.

The monitor on one bus seated students by the order of their exits. The students that exited at the first few stops were seated in the forward section of the bus. This procedure worked quite well in that the monitor had a smaller area of space occupied by students to monitor after each stop. This procedure would work only if monitors rode on the same route daily.

Many of the elementary students had to be told to gather their belongings prior to the next stop. Monitors who were familiar with students and their stops would call out each student by name and tell them it was time for them to gather their belongings. Elementary-age students are very likely to leave items behind--coats, hats, gloves, schoolbooks, and papers were among some of the items collected by monitors after they checked for student belongings. Monitors usually handed each student their lost articles the next day.

The secondary students were also more animated in the afternoon than they were in the morning hours; however, no monitors were observed supervising these students on afternoon routes.

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AUSTIN INDEPENDENT SCHOOL DISTRICT

NOTICE OF UNSATISFACTORY CONDUCT ON SCHOOL BUS

AUTHORITY OF DRIVER: Pupils transported in a school bus shall be under the authority of and responsible to the driver of the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation in accordance with the regulations of the governing board of the district. The driver of any school bus shall be held responsible for reporting disorderly conduct of the pupils transported. No bus driver shall require any pupil to leave the bus before such pupil has reached his destination.

SCHOOL:		STUDENT NAME:	GRADE:
ROUTE #	BUS #:	DRIVER NAME:	DATE:

DRIVER'S REPORT:

- ☐ VIOLATION OF SAFETY PROCEDURES
- ☐ DESTRUCTION OF PROPERTY
- ☐ FIGHTING/PUSHING/TRIPPING
- ☐ EXCESSIVE MISCHIEF
- ☐ WRITING
- ☐ SMOKING
- ☐ EATING/DRINKING/LITTERING
- ☐ RUDE/DISCOURTEOUS/ANNOYING
- ☐ UNACCEPTABLE LANGUAGE
- ☐ OTHER _____

COMMENTS: _____

ACTION TAKEN: _____

Signed: _____
School Principal

Note: It is the responsibility of the principal or his assistant to record this report in the student record file and take whatever disciplinary action he believes necessary. If the student is to be reinstated on the bus, the principal should give the student a permit to that effect. One copy should then be forwarded to the Transportation Office at the Administration Building.

PLEASE RETURN THIS COPY TO THE TRANSPORTATION OFFICE

G-31

NOTICE OF UNSATISFACTORY CONDUCT ON SCHOOL BUS FORM

Attachment G-6

Attachment G-7

BUS MONITOR ROLE AND RESPONSIBILITIES

(Page 1 of 7)

MONITORS

Due to the desegregation plan, a position linking familiar neighborhood faces to somewhat unfamiliar situations, particularly for young children, has been created. As a part time bus monitor, you will have the exciting and challenging responsibility of guiding and reassuring young children on their daily journey to and from school. Information concerning bus operations and safety, strategies for talking with children and adults, as well as, behavior management are outlined in this packet to help you get started in your new job.

As a part time monitor, you are responsible to the people with whom you work. These people, from principals to bus drivers, are professionals whose responsibilities and authority need to be respected and responded to. Together with these people, monitors form a professional team that can be of utmost help in the education of young children, particularly in making desegregation a meaningful experience. Feel free to seek advice from these team mates. Remember, the key to success of the monitor program is the ability of all staff to work together harmoniously.

In joining the Austin Independent School District this year, you are asked to display a sense of loyalty to the district, and become the best professional possible. Generally, this will require becoming familiar with the district's policies and way of doing things. Specifically, you will need to establish efficient routines that comply with bus safety and school procedures. Most important, a dedication and love of all children needs to be displayed.

QUALITIES OF A GOOD MONITOR

When people are asked to think back of teachers that they really liked and describe their qualities, often descriptions include: love of children, fair, flexible, sense of humor, I knew what was expected, firm but reasonable. These are in fact similar qualities you will be asked to display in your position as a Part Time Bus Monitor or Full Time Site Monitor.

Some helpful suggestions include:

1. Strive for consistency in dealing with children. Apply rules and privileges equally.
2. Encourage the children to respect you and your colleagues on the bus and at school.
3. Encourage children to be responsible and independent. Model acceptable behaviors and praise the children for their efforts and compliance with rules.
4. Work to include what is called positive reinforcement. (See)
5. Do not take things children say or do personally. While they may be testing your limits, often when children are acting out it is not directed at you as a personal attack. Attention getting may take many forms and be directed at peers,as well as,at adult personnel.
6. Balance your role as friend and monitor.
7. Act as a professional when given confidential information.
8. Display a liking for all children regardless of appearance or behavior.
9. Develop your listening skills. It often helps to listen to children in order to establish a good rapport. This is true for adults as well.
10. Be neatly dressed and well groomed. Young children especially respond positively to neatly dressed adults; they expect you to look professional.
11. Be aware of your voice-children respond to voice levels and tones like a thermometer; calm quiet tones encourage calm behaviors. Children are great imitat
12. Never yell or display temper. Aim to be the calm "eye of the storm" in difficult or emergency situations. Give directions in such situations clearly, calmly.
13. Be energetic and alert. Get plenty of sleep.
14. Never contradict what another staff member in a position of authority has said.
15. Never administer a punishment, that is the job of the principal or teacher. Do fill out unsatisfactory conduct reports and hand them to appropriate personnel
16. Never give any inappropriate materials to children such as matches, aspirin or other medicine, unauthorized, non-cafeteria food. Do participate in approved reward systems, e.g., stars, decals or point systems.
17. Never ridicule or use sarcasm. Such devices only hurt people's feelings.

CHECKLIST FOR THE FIRST DAY OF SCHOOL

A.M. BUS ROUTE

_____ Arrive [illegible] on time

_____ Get acquainted with driver and special procedures he or she follows

_____ Ask the driver for information about that bus and route

_____ What animal decal is used? What route number?

_____ Ask how you might help with pupil accounting procedures

_____ Be prepared to disembark at each stop

_____ Greet children by name, consult name tags on children

_____ As children board bus, remind them to look around to recognize where to get off in the p.m.; look for a landmark

_____ Mark the nametags with a number corresponding to the sequence of stops

_____ Give those children without a name tag a blank which you quickly code with the stop number

_____ If there is time during stops, write the child's name on the blank tag (this may be complete by teachers or by the monitors later in the day)

_____ Repeat the process at each stop; be prepared to disembark at each

_____ Circulate to any problem areas on the bus-quietly counsel or reassure a child; enlist the aid of a leader if several are having a problem

_____ During the long part of the journey (after the last a.m. pickup point) move to the back of the bus for a better vantage point and to supvervise the emergency door.

_____ Prior to arrival at the school, inform the children that you will disembark first to establish where the children are to go

_____ Upon arriving at the school, disembark quickly and ask the principal, or other personnel in charge of bus duty, where they would like the children to go

_____ Follow the directions of the school principal or his or her designate

_____ [illegible]

_____ Part time monitors return with the bus (Those part time monitors that

ride a second morning route with older junior high or high school students need only ride at the back of the bus on these routes and assist the driver as needed.)

_____ Ask your school principal to have the bus route name tags pinned on the children for the p.m. route

P.M. BUS ROUTE:

_____ If name tags are missing on some children, ask if they know their home address.

_____ Ask if he sees a friend on the bus that lives right nearby

_____ At each stop, ask the children to look carefull; scan the tags for stop numbers

_____ Do not allow children to go home with a friend unless you were informed of a written note at school

_____ Cross the children at each stop where necessary (10 feet in front of the bus)

_____ If there is a child left over at the end of the run

_____

_____ Part time monitors return to the bus barn as their final destination

MONITOR"S RESPONSIBILITY FOR DISCIPLINE

1. " Pupils transportated in a school bus shall be under the authority of and responsible to the driver of the bus."

Monitors are a temporary addition to the Austin ISD staff in order to help children make a smooth transition to a new situation, which may involve riding a bus for the first time. Therefore, it is the responsibility of the monitor to assist the driver with discipline and enforcing reasonable rules of conduct on the bus. The monitor, however, does not supercede the driver in authority. The driver must retain the decision as to whether it is safe for the bus to continue on its journey. Information relevant to bus discipline and human relations have been excerpted from Driver's Handbook Policies-Procedures; these pages follow subsequently. Many important tips to make your job enjoyable are

2. The Austin Independent School District has a Policy on Discipline as stated in the Administrative Handbook, Section 5143. This has also been excerpted and follows the excerpt from the Driver's Handbook Policies-Procedures.

Key facts to remember:

A. Under no circumstances is the monitor to administer corporal punishment.

B. All serious discipline problems are to be referred to the principal or designee.

C. When a serious infraction occurs on the bus an "Unsatisfactory Conduct" report is to be filled out and given to the principal or designee.

D. Monitors are not to contact parents directly concerning discipline problems without first obtaining the principals permission.

E. Do not make threats that you are not in a position of authority to carry out.

F. Striking a student or use of improper language will result in an investigation. If it is found that the monitor acted irresponsibly, the monitor will be terminated.

AUSTIN INDEPENDENT SCHOOL DISTRICT

TRANSPORTATION

TITLE: Bus Monitor

GENERAL DESCRIPTION:

Provides bus driver with whatever support necessary to enable the driver to concentrate on driving.

Reports to the school Principal, Supervisor of School Bus Operations.

Works cooperatively with driver.

EXAMPLE OF WORK PERFORMED:

Works at identifying by name, every elementary student that regularly rides the bus--Assists children in locating the correct P.M. bus and bus stops--Assists driver in seeing that emergency door is closed when bus is moving--Assists driver and staff with any counts and reports--Assists driver with any particular bus seating arrangement--Assists student riders with any physical or emotional problem while they are on the bus--Performs related duties as assigned.

GENERAL QUALIFICATIONS:

EDUCATION:

Required--Ability to read and write
Prefer--High School graduation

CERTIFICATION:

None

EXPERIENCE:

In working with children and live in sending school area.

KNOWLEDGE, SKILLS, ABILITIES:

Effective work habits--Ability to communicate with schools, public and students.

PHYSICAL:

Average health

PERSONAL:

Punctual--Flexible

Attachment G-8

RIDING RIGHT

STUDENT'S GUIDE TO PROPER BUS RIDING BEHAVIOR

(Page 1 of 2)

RIDING RIGHT

A

STUDENT GUIDE

TO

TRANSPORTATION SAFETY

AUSTIN INDEPENDENT SCHOOL DISTRICT

SECONDARY

AUSTIN INDEPENDENT SCHOOL DISTRICT

AUSTIN, TEXAS

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GUIDELINES FOR PROPER CONDUCT ON PUBLIC SCHOOL VEHICLES

INTRODUCTION

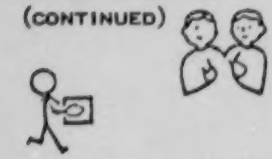
THE AUSTIN INDEPENDENT SCHOOL DISTRICT PROVIDES FREE TRANSPORTATION TO AND FROM SCHOOLS FOR STUDENTS ELIGIBLE FOR THE SERVICE. THERE ARE MANY REASONS WHY STUDENTS SHOULD PRACTICE SAFETY (AND COURTESY) WHILE RIDING SCHOOL VEHICLES. BY BEING CONSIDERATE OF OTHER PASSENGERS AND OF THE BUS DRIVER (WHO JUST CONCENTRATE UPON THE ROAD AND TRAFFIC), STUDENTS CAN HELP MAKE EVERY ONE'S BUS RIDE MORE PLEASANT. DRIVING A BUS IS NOT AN EASY JOB. ONE MISTAKE COULD INJURE NUMEROUS PEOPLE. CAUSING DISTRACTIONS ON BUSES CAN BE RISKY BUSINESS. SINCE THE BUS RIDING STUDENT'S "CLASSROOM DAY" INCLUDES ENTERING AND LEAVING THE BUS DURING THE MORNING AND AFTERNOON RUNS, ALL STUDENTS SHOULD BECOME FAMILIAR WITH STUDENT RESPONSIBILITIES.

STUDENT RESPONSIBILITIES

A. LOADING

- BE AT DESIGNATED STOP 5 MINUTES PRIOR TO BUS ARRIVAL TIME. BUSES WILL LEAVE SCHOOLS 7 MINUTES AFTER THE LAST BELL HAS RUNG.
- STAY OFF ROAD OR HIGHWAY; WAIT ON SIDEWALK, IF AVAILABLE.
- WHEN BOARDING, MOVE IN A SINGLE FILE; DO NOT PUSH, SHOVE, OR RUN UP BUS STEPS.
- GO TO THE REAR OF THE BUS (OR FOLLOW SEATING RULES) AFTER BOARDING.

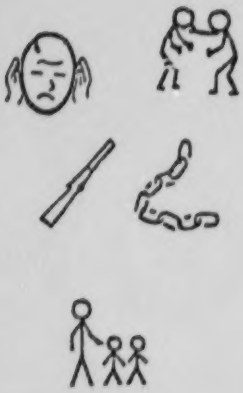
Student Responsibilities (continued)



- Do not save seats for friends.
- Avoid bringing sharp, large, or breakable objects on buses. (If you have a large load to carry ask the bus driver about the best place to put it.)

B. Riding

- Talk quietly and courteously — never shout, fight, or argue.
- Keep feet and arms out of the aisles.
- Do not leave or change your seat while the bus is in motion.
- Eating, drinking, smoking, or chewing tobacco is not permitted.
- Keep hands and head inside the bus. Do not throw, hand or dangle anything out of the windows.
- Help keep bus clean by not throwing things on the floor.



- Rowdiness, loud talking, pushing, shoving, spitting, obscene language, destruction of property, and general discourtesies toward others will be considered violations.
- Weapons or other unsafe objects will not be permitted on the bus.
- Report broken seats or faulty equipment to the driver.
- Older students are requested to look after the safety of younger children riding the same bus.

Student Responsibilities (continued)

- Drivers will not carry friends of regular bus riders or discharge riders at places other than the regular bus stops on the route unless the student presents proper authorization in writing from the principal.
- Radios and tape players must not be played on the bus.
- In case of emergency, students must take directions from the driver. Emergency exits must be used only at the direction of the driver.

C. Leaving

- Adhere to driver's instructions before crossing the road in front of the bus.
- As you leave the bus, look both ways to see if other traffic has stopped before crossing the road or street.
- Never cross from behind the bus.
- If you drop an object, do not stop to pick it up; continue to the other side of the street. The driver will instruct you on how to retrieve the object.

- Students not crossing the street should step back from the bus, so the bus may proceed.
- Do not hang onto bus as it pulls away.

Parent Responsibility

It is the responsibility of parents to review these guidelines with their children and encourage them to cooperate with the school authorities' efforts to operate a safe, efficient transportation system.

Driver Responsibility

The bus driver must operate his vehicle safely and enforce the regulations concerning student conduct to the best of his/her ability. Violations must be reported in writing to the school principal and the Transportation Supervisor as soon as possible.

Principal Responsibility

It is the responsibility of the principal to conduct an organized program of information and instructions involving parents concerning these rules. Immediate disciplinary action must be taken when violations are brought to his attention. Disciplinary actions may include such as suspension of the student's riding privilege for a day or a few days to permanent suspension of the riding privilege.

The principal or some designated representative must be present at the loading zone when pupils are unloading in the morning or loading in the afternoon to help supervise the operation and give support to the driver. Each principal should provide adequate supervisory personnel as students load and unload at the school.

Chapter 2--Formula

Appendix H

ADMINISTRATOR SURVEY CONCERNING THE
BUS MONITOR ACTIVITY EVALUATION

82.78

INSTRUMENT DESCRIPTION: Administrator Survey Concerning the Bus Monitor Activity

Brief Description of the instrument:

The "Questions for Administrators" survey included 62 questions. Some questions on this annual survey were also included on the "Questions for Teachers" survey to allow comparisons--others were asked only of administrators. The survey was computer-generated during 1982-83 for the first time, with administrators asked only about topics applicable to them. Information related to bus monitors was collected for this Appendix. Five questions were focused upon this activity.

To whom was the instrument administered?

Administrators at K-3 paired schools provided with bus monitor service on desegregation bus routes (n=17).

How many times was the instrument administered?

Once. Surveys were first sent out February 14 with a reminder sent February 28.

When was the instrument administered?

February 14, 1983 with a reminder survey February 28.

Where was the instrument administered?

Through the school mail to administrators' building addresses.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

No, although instructions were the same to everyone.

Were there problems with the instrument or the administration that might affect the validity of the data?

None that are known.

Who developed the instrument?

District Priorities' evaluator finalized questions submitted by Office of Research and Evaluation (ORE) and other AISD staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some responses can be compared to those of teachers, parents, and base supervisors.

153

ADMINISTRATOR SURVEY CONCERNING THE BUS MONITOR ACTIVITY

Purpose

One section of the Administrator Survey concerns the evaluation of the bus monitor activity. This section was designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?

Evaluation Question D1-2: Are bus monitors meeting the needs of the students and schools they serve?

Decision Question D2: Should AISD continue to fund bus monitors from Chapter 2? If so, are program alterations necessary?

Evaluation Question D2-1: Do the parents whose children are transported on monitored busses believe that the monitors are meeting the needs of their children?

Evaluation Question D2-2: Do the principals whose schools are served with monitored busses believe that the monitors are meeting the needs of their students?

Evaluation Question D2-6: Do all appropriate routes for K, 1-3 schools have bus monitors?

Evaluation Question D2-8: How do principals, teachers, parents, bus drivers, and bus monitors think that bus monitors' performance could be improved?

Evaluation Question D2-9: Can the management of the bus monitors be improved?

Procedure

Instrument. The questions which provided information about the evaluation questions above were given to administrators as part of the administrator's questionnaire, Questions for Administrators. The complete results for the administrator survey can be found in Appendix R of publication number 82.55.

Staff of the Office of Research and Evaluation and other central administrators were asked if they had any questions for central or school

administrators and/or teachers in fall 1982. A District evaluator and evaluation assistant worked individually with those submitting the questions to finalize the questions and samples. A final draft of the survey was produced in January 1983 and distributed to ORE and other key administrative staff for review. The questions for the bus monitor activity are posted in Attachment H-1 by their item number on the Administrator Survey.

This year's survey included over twice as many questions as last year's. Therefore, it was computer-generated this year and administrators answered only questions applicable to them. Some questions applied to all administrators--these were answered by all central and a random half of the elementary and secondary principals. Other questions that applied to elementary or secondary school administrators only were randomly given to half the group. Finally, some project-specific questions were given to all applicable administrators.

Sample. Also due to the length of the survey, all administrators (315) were surveyed rather than half as last year. The number of questions received varied from 10 for some central administrators to 33 for some elementary school administrators.

Processing. Administrators were assigned a number from 1 to 315 and two labels per administrator were run. Surveys were sent out through the school mail on February 14. A printout of administrators in numerical order was used to check in surveys as returned. New surveys were sent out February 28 as a reminder to those who had not returned them by that date. Surveys were accepted through March 11.

Surveys were keypunched and verified at the Southwest Educational Development Laboratory. Response distributions were transferred from the printouts to the CRT terminal in their appropriate place on the survey. The sample size and percent responding with each option were typed in. The actual number responding with a particular option can be calculated by multiplying the percentage by the sample size and dividing by 100.

The survey and responses were then printed and reduced.

Results

Bus Monitors. The administrator survey is one part of the evaluation of bus monitor activities. This report summarizes the responses and comments of 17 principals and assistant principals of K-3 schools receiving bussed students. Each administrator received a questionnaire with five questions designed to elicit their perceptions of the bus monitor program.

Results for the first four questions are presented in Figures H-1 through H-4. Some conclusions to be reached from examining the tables are as follows:

- About 95% of the principals agreed or strongly agreed that the bus monitors are important to parents of their bussed students. No one disagreed with this statement.

- About 88% of the principals agreed or strongly agreed that the bus monitors provide an important service to their students. No one disagreed with this statement.

- Their satisfaction with the performance of the bus monitors was less positive. Only 47% were satisfied or very satisfied. Six percent were dissatisfied.

- Most of the administrators (59%) assumed that parents were satisfied or very satisfied with the performance of the monitors.

Of the 17 administrators surveyed, 12 responded to question 31, "The best way to improve the bus monitoring process might be to...." Improvement in the training of monitors was by far and away the area most frequently mentioned. Nine of the 12 who responded mentioned training. All responses to question five are listed below.

Administrators' comments concerning the bus monitor activity:

> Provide training in handling problems, safety, etc. Make known expectations.
>
> Provide bus monitors.
>
> Be sure we have a monitor on every bus (K-3).
>
> Train and then check to see if they are doing as told.
>
> Training on how to work with children. Get the monitors that just go along for the ride back to work.
>
> Incorporate this process with monitoring breakfast program and lunch, and being available on site. The bus-site monitor served in this way and was effective.
>
> More training on how to work with children.
>
> Train monitors to work with school age children. Provide activities whereby they could handle bus behavior--provide some help to principals for this.
>
> Provide on-going and on-the-spot training for them in effective and ineffective methods of dealing with student behavior on the bus.

Let principal hire!
Train them!!
Train them!
Pay them more!

Pay more to get better trained monitors.

1. Intensive workshop, (i.e., training).
2. Rewrite guidelines and rules for monitors and learn to abide by them.
3. Teach them child psychology, writing and spelling.

Amount of Agreement	Number of Responses	Percent of Total
Strongly agree	12	71
Agree	4	24
Neutral	1	6
Disagree	0	0
Strongly disagree	0	0
Do not know	0	0
Total	17	101*

*Does not total 100 percent due to rounding error.

Figure H-1. AMOUNT OF STATED AGREEMENT BY K-3 PAIRED SCHOOLS' PRINCIPALS WITH QUESTION 12, "BUS MONITOR SERVICE ON GRADES 1-3 SCHOOL BUSSES IS IMPORTANT TO PARENTS OF CHILDREN WHO RIDE BUSSES."

Amount of Agreement	Number of Responses	Percent of Total
Strongly agree	10	63
Agree	4	25
Neutral	2	13
Disagree	0	0
Strongly disagree	0	0
Do not know	0	0
Total	16	101*

*Does not total 100 percent due to rounding error.

Figure H-2. AMOUNT OF AGREEMENT ADMINISTRATORS EXPRESSED WITH QUESTION 13, "I THINK BUS MONITORS PROVIDE AN IMPORTANT SERVICE TO THE STUDENTS AT MY SCHOOL."

Degree of Satisfaction	Number of Responses	Percent of Total
Very satisfied	1	6
Satisfied	7	41
Neutral	8	47
Dissatisfied	1	6
Very dissatisfied	0	0
Do not know	0	0
Total	17	100

Figure H-3. PRINCIPAL RESPONSES TO QUESTION 29, "HOW SATISFIED ARE YOU WITH THE PERFORMANCE OF BUS MONITORS?"

Degree of Satisfaction	Number of Responses	Percent of Total
Very satisfied	1	6
Satisfied	9	53
Neutral	2	12
Dissatisfied	2	12
Very dissatisfied	0	0
Do not know	3	18
Total	17	101*

*Does not total 100 percent due to rounding error.

Figure H-4. PRINCIPAL RESPONSES TO QUESTION 30, "HOW SATISFIED ARE PARENTS OF YOUR STUDENTS WITH BUS MONITORS?"

ADMINISTRATOR SURVEY QUESTIONS--BUS MONITOR ACTIVITY

Item Number

Scale for items 12 and 13:

1 = Strongly agree 3 = Neutral 5 = Strongly disagree
2 = Agree 4 = Disagree 6 = Do not know

12. Bus monitor service on grades 1-3 school busses is important to parents of my students who ride busses. 1 2 3 4 5 6

13. I think bus monitors provide an important service to the students at my school. 1 2 3 4 5 6

Scale for items 29 and 30:

1 = Very satisfied 3 = Neutral 5 = Very Dissatisfied
2 = Satisfied 4 = Dissatisfied 6 = Do not know

29. How satisfied are you with the performance of bus monitors? 1 2 3 4 5 6

30. How satisfied are parents of your students with bus monitors? 1 2 3 4 5 6

31. The best way to improve the bus monitoring process might be to:

Chapter 2--Formula

Appendix I

TEACHER SURVEY FOR THE BUS
MONITOR ACTIVITY EVALUATION

82.78

INSTRUMENT DESCRIPTION: Teacher Survey for the Bus Monitor Activity Evaluation

Brief Description of the instrument:

A computer-generated questionnaire, with a unique assortment of about 15 questions per teacher from an item pool of 102 items. There were six items concerning the bus monitor activity.

To whom was the instrument administered?

All K-3 teachers assigned to paired schools who did not receive teacher surveys last year.

How many times was the instrument administered?

Once, with one reminder notice.

When was the instrument administered?

Initial mailing was February 16, 1983, with a reminder sent on March 2, 1983. The closing date for data processing was April 6, 1983.

Where was the instrument administered?

To the teachers in their schools.

Who administered the instrument?

Self-administered.

What training did the administrators have?

N/A.

Was the instrument administered under standardized conditions?

N/A.

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some items are comparable to items on the parent interview, base supervisor interview, and the administrator survey appendices of this technical report.

TEACHER SURVEY CONCERNING THE BUS MONITOR ACTIVITY

Purpose

Teacher Survey Questions for the Bus Monitor Activity were designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?

Evaluation Question D1-2: Are bus monitors meeting the needs of the students and schools they serve?

Decision Question D2: Should AISD continue to fund bus monitors from Chapter 2? If so, are program alterations necessary?

Evaluation Question D1-2: How do principals, teachers, parents, bus drivers, and bus monitors think that bus monitors' performance could be improved?

Procedure

The Teacher Survey Questions for the Bus Monitor Activity were included in one of the multiple unique forms of "Questions for Teachers." Each test format was generated on the District's IBM computer. The total item pool consisted of 102 items; Attachment I-1 contains the questions which address the bus monitor activity. For a complete description of how the questionnaires were developed, distributed, and processed see Appendix Q of SYSTEMWIDE EVALUATION 1982-83 TECHNICAL REPORTS: Volume IV, Surveys and Records. The teachers who received the survey with bus monitors related questions were those:

1. teaching grades K-3,
2. assigned to paired schools, and
3. had not already received retention surveys.

Paired schools were those K, 1-3 schools that exchange students with 4-6 schools.

Implementation. The Administrator Survey to Principals told them their teachers would be getting surveys. The surveys were mailed through school mail on February 16, 1983. Each survey included a sequence number to allow the returns to be checked in. A second survey was sent out on March 2, 1983 to teachers who had not returned their surveys.

Analysis. The survey forms were keypunched at Southwest Educational Development Laboratories, and the data analyzed on the District's computer.

Results

Responses. Elementary teachers were asked six questions concerning the bus monitor activity. The responses are listed by question. The general format of the questions prevented any one question from specifically addressing any one particular decision or evaluation question.

The possible responses for questions 33, 34, and 35 were posted on the following scale:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Do Not Know
1	2	3	4	5	6

The possible responses for questions 96 and 97 were:

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Do Not Know
1	2	3	4	5

Question 98 was an open-ended question; content analysis was performed on each teacher's comments. General categories of responses were formed by reviewing the comments and placing those with similar content in the same categories.

Question 33: I am familiar with the bus monitor service on busses to schools with grades 1-3.

About 63% of the teachers surveyed indicated that they were familiar with the bus monitor activity. When parents were asked the question in a phone interview a similar percentage (67%) agreed that they were familiar with the activity. A complete categorical listing of teachers' responses is posted in Figure I-1.

Question 34: Bus monitor service is important to parents of my students who ride busses.

Two thirds of the teachers stated that bus monitor service is important to the parents of their students who ride the bus. The Parent Survey results indicated that 91% of the parents believed that the bus monitor activity is an important District activity (see Appendix C). The administrators' comments appear to be consistent with those of the parents; 95% of them indicated that the provision of bus monitor service is important to parents of children who ride busses (see Appendix H). The three sources consistently support the notion that bus monitors are important to the parents. The results for question number 34 can be found in Figure I-2.

Question 35: It is important to me that bus monitor service be continued for my students.

Over 60% of the teachers and 88% of the campus administrators agreed that the bus monitors provided an important service to the students at their schools (see Appendix H). Parents responded to a similar question, "How important is it to you that the bus monitor activity continue?". Over 90% stated that it should continue. Figure I-3 provides the results for question number 35.

Question 96: How satisfied are you with the performance of bus monitors?

The discussion of the previous questions shows that parents, teachers, and principals are in general agreement that the bus monitor program is needed. However, are they satisfied with the way the program is operating? Fewer than half (46%) of the teachers indicated that they were satisfied or very satisfied with the performance of the bus monitors. Eleven percent expressed dissatisfaction, and 43% did not know whether or not they were satisfied. When the calculation of the percentage satisfied or dissatisfied is limited to those stating one of those two opinions, the results indicate that about 80% of teachers with an opinion are satisfied with the performance of the bus monitors. The principals provided similar responses. Forty-seven percent were satisfied with the performance of bus monitors; 6% were dissatisfied, and 47% were neutral. If the calculations are limited to those with an opinion, 89% are satisfied with the bus monitors. Figure I-4 provides a breakdown of the teachers' responses to this question.

Question 97: How satisfied with bus monitors are parents of your students?

Two thirds of the elementary teachers surveyed reported that they did not know how satisfied parents were with the bus monitor program. Of those who had an opinion, 85% thought parents were satisfied. When administrators were asked the same question, 59% thought parents are satisfied; 12% thought they are dissatisfied, and 30% gave a neutral response or had no opinion. When those without an opinion are excluded, 83% thought the parents were satisfied and 17% thought they were not (see Appendix H). When parents were asked to express their level of satisfaction, 68% were satisfied, 30% were dissatisfied, and 3% were neutral (see Appendix C).

Question 98: The best way to improve the bus monitor process might be to:

The most common response teachers made in completing this statement was to change the training that monitors received. Administrators and base supervisors also agreed that training was very important. Parents stated that the most important change should concern the area of the monitors' behavior toward children. Figure I-6 lists the categories of changes in the bus monitor process recommended by teachers. Attachment I-2 lists the complete comments teachers made concerning this issue.

Teachers suggestions concerning monitors' training were more focused than those suggested by either parents or administrators. Teachers emphasized that an effective monitor training program should address increasing the monitors' ability to understand and work with children. Their suggestions included training in positive reinforcement techniques, behavior modification, and motivational skills.

One of the second most common group of suggestions concerned the implementation of proper and effective discipline techniques. Teachers stressed that consistency with students should be the focus of this activity.

In general, teachers stated that the on-bus environment should be as similar as possible to that of the classroom. Other groups such as parents, base supervisors, bus drivers, and bus monitors do not adhere to this point as strictly as teachers.

Level of Agreement	Number of Responses	Percent of Total
Strongly agree	21	15
Agree	69	48
Neutral	19	13
Disagree	12	8
Strongly disagree	4	3
Do not know	18	13
Total	143	100

Figure I-1. ELEMENTARY TEACHERS' LEVEL OF AGREEMENT WITH THE STATEMENT, "I AM FAMILIAR WITH THE BUS MONITOR SERVICE ON BUSSES TO SCHOOLS WITH GRADES 1-3." Question number 33.

Level of Agreement	Number of Responses	Percent of Total
Strongly Agree	46	32
Agree	50	35
Neutral	10	7
Disagree	0	0
Strongly disagree	1	1
Do not know	35	25
Total	142	100

Figure I-2. ELEMENTARY TEACHERS' LEVEL OF AGREEMENT WITH THE STATEMENT, "BUS MONITOR SERVICE IS IMPORTANT TO PARENTS OF MY STUDENTS WHO RIDE BUSSES." Question number 34.

Level of Agreement	Number of Responses	Percent of Total
Strongly agree	57	40
Agree	48	34
Neutral	17	12
Disagree	3	2
Strongly disagree	5	4
Do not know	13	9
Total	143	101*

*Does not total 100 percent due to rounding error.

Figure I-3. ELEMENTARY TEACHERS' LEVEL OF AGREEMENT WITH THE STATEMENT, "IT IS IMPORTANT TO ME THAT BUS MONITOR SERVICE BE CONTINUED FOR MY STUDENTS." Question number 35.

Level of Satisfaction	Number of Responses	Percent of Total
Very satisfied	7	5
Satisfied	58	41
Dissatisfied	15	11
Very dissatisfied	1	1
Do not know	61	43
Total	142	101*

*Does not total 100 percent due to rounding error.

Figure I-4. ELEMENTARY TEACHERS' LEVEL OF AGREEMENT WITH THE STATEMENT, "HOW SATISFIED ARE YOU WITH THE PERFORMANCE OF BUS MONITORS?" Question number 96.

Level of Satisfaction	Number of Responses	Percent of Total
Very Satisfied	6	4
Satisfied	33	24
Dissatisfied	5	4
Very dissatisfied	2	1
Do not know	94	67
Total	140	100

Figure I-5. ELEMENTARY TEACHERS' LEVEL OF AGREEMENT WITH THE STATEMENT, "HOW SATISFIED WITH BUS MONITORS ARE PARENTS OF YOUR STUDENTS?" Question number 97.

Suggestions	Number of Suggestions	Percent of Total
Change monitors' training	20	30
Change students' supervisory procedures	8	12
Expand the bus monitor activity	7	11
Change bus monitors' hiring procedures	8	12
Involve other groups in the bus monitor activity	7	11
Discontinue bussing	2	3
No changes are needed	2	3
Increase monitors' pay	2	3
Miscellaneous	1	2
Do not know	9	14
Total	66	101*

*Does not total 100 percent due to rounding error.

Figure I-6. ELEMENTARY TEACHERS' RESPONSES TO THE STATEMENT, "THE BEST WAY TO IMPROVE THE BUS MONITOR ACTIVITY MIGHT BE TO...." Question number 98.

Teacher Survey Questions--Bus Monitor Activity

Questions are listed by their assigned teacher survey item number in order of appearance.

33. I am familiar with the bus monitor service on busses to schools with grades 1-3.

34. Bus monitor service is important to parents of my students who ride busses.

35. It is important to me that bus monitor service be continued for my students.

96. How satisfied are you with the performance of bus monitors?

97. How satisfied with bus monitors are parents of your students?

98. The best way to improve the bus monitoring process might be to:

Attachment I-2

TEACHERS' SUGGESTIONS FOR CHANGES IN THE BUS MONITOR ACTIVITY

(Page 1 of 6)

Item 98--Teacher Survey

The best way to improve the bus monitoring process might be to...

Suggestions	Number of Suggestions
CHANGE MONITORS' TRAINING	20

1. Give them some training in behavior modification and set effective city-wide guidelines.
2. Provide special training to help monitors learn how to interact with children, parents, and school.
3. Train monitors in positive reinforcement.
4. Give better training programs in dealing with children in a positive way.
5. ...Provide in-service for discipline techniques....
6. Provide more training sessions to help monitors deal with behavior problems.
7. Train and screen monitors better.
8. "Special training"--hiring more dependable people.
9. Improve training--i.e., how to deal with children besides blasting them with disco music and screaming at them.
10. Give monitors training; give monitors the authority to impose sanctions. Have students, monitors, drivers, parents and administrators meet three times a year to discuss the situation.
11. Give them training.
12. Have training. Use aides from school. Put monitor at front and back of bus.
13. Give training of some sort to bus monitors.
14. Provide more training--especially in positive reinforcement.
15. Training monitors to work with students, positive reinforcement techniques.

16. Train people--attempt to get more concerned people.

17. Give them more in-service training. Especially training them and making them understand they are working with children, not adults.

18. Provide them with in-service training on effective discipline, behavior modification, or motivation.

19. Train them how to implement proper and effective discipline techniques (consistency with students being the most important).

20. Offer more training in handling children--individually and in groups.

CHANGE STUDENTS' SUPERVISORY PROCEDURES 8

---

1. Teach the monitors to be consistent.

2. Follow up on discipline problems with parents--if no results or can't contact them, keep child after school.

3. Make sure all monitors are consistent.

4. Assign seats, child-parent sign behavior code, behavior code enforced! --or punishment such as ISS.

5. Suspend disobedient or unruly children from the bus.

6. Make sure monitors know how to work productively with students. Set expectations for the students.

7. Organizing children--ex.: same seat daily, establishing and sticking to routine, treat all children fairly.

8. Stress consistency of enforcing rules on every bus.

EXPAND THE BUS MONITOR ACTIVITY 7

---

1. Have site monitors because the children respond to a higher degree to the site monitors because there's continuity of service during the day and they get to know students personally.

2. Have...[site]...monitors for the bus.

3. Recruit more volunteers.

4. Have more! It's not the teacher's responsibility to "settle" children on the bus.

5. Provide for all elementary schools.

6. Have another adult on bus besides bus driver. Hold parents responsible for behavior of child or children.

7. Have them on each bus and trained in discipline.

CHANGE BUS MONITORS' HIRING PROCEDURES 8

---

1. Hire more monitors.

2. Hire more people with the ability to work with and understand children.

3. Choose bus monitors that are aware of their responsibilities. Bus monitors should carry out their responsibilities on a consistent basis. They should be given the liberty to enforce stiffer and stricter penalities with students who misbehave. For example, using some type of assertive discipline plan on the bus. If a child gets three checks during the week, bus privileges are lost for a certain period of time. Good or super behavior should be rewarded with something special at the end of week or on a daily basis. Inform parents!

4. Hire people who are capable of learning positive reinforcement and good management strategies; there is entirely too much yelling at the children.

5. ...Have better monitors. With part-time help it apparently is difficult to get quality people. Possibly recruit...[college students]...who need part-time jobs.

6. Screen applicants more closely, train in behavior management techniques.

7. Try to find mature, responsible adults (older adults).

8. Have monitors who know how to work with children. Use monitors on each bus.

INVOLVE OTHER GROUPS IN THE BUS MONITOR ACTIVITY	7

1. Put parents on the bus!
2. Hold a meeting with teachers so that we will know all rules and regulations.
3. Daily reports to school administrators concerning discipline or other problems; communication/parents regarding individual children.
4. Involve monitors and teachers in all aspects of bus safety. When a child is turned in to the office and not to his homeroom teacher, valuable communication is lost. Teachers can <u>usually</u> act immediately.
5. Have parents meet with bus monitors at beginning of year.
6. Have in-service for parents of children that ride the bus.
7. Let each school faculty meet and get to know its monitors, so we can help them out more.

DISCONTINUE BUSSING	2

1. Let students <u>walk</u> to neighborhood schools. No bussing--no monitors needed.
2. Not bus!

NO CHANGES ARE NEEDED	2

1. Seems to be satisfactory as is.
2. None.

INCREASE MONITORS' PAY	2

1. Pay them more.

2. Pay well so they don't quit.

MISCELLANEOUS	1

1. PTA (individual schools).

DO NOT KNOW	9

1. I have no idea, at present, my only interaction with them is to deliver the bus riders to the bus safely, for departure.
2. Do not know. (Four responses)
3. Limited information on that subject.
4. I don't have any pertinent suggestions.
5. I am unfamiliar with the program so I can't say what could be done to improve it.
6. What is it?

TOTAL SUGGESTIONS	66

NO RESPONSE	82

Chapter 2--Formula

Appendix J

ADMINISTRATOR SURVEY CONCERNING THE EXTRACURRICULAR TRANSPORTATION ACTIVITY

ADMINISTRATOR SURVEY
QUESTIONS CONCERNING EXTRACURRICULAR TRANSPORTATION

Purpose

One section of the Administrator Survey concerns the evaluation of extracurricular transportation service for secondary students who are bussed for desegregational purposes. This section was designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

> Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?
>
> > Evaluation Question D1-3: Does the Chapter 2 funded extracurricular program meet its specified goal?
>
> Decision Question D3: Should the Austin ISD continue to use transportation for extracurricular activities?
>
> > Evaluation Question D3-4: Are there ways in which the provision of extracurricular transportation could be improved and/or be made more cost effective? From the Transportation Department's perspective? From the school's perspective?

Procedure

Instrument. The question which provided information about the evaluation questions above was given to administrators as part of the administrator questionnaire, Questions for Administrators. The complete results for the administrator survey can be found in Appendix R of publication number 82.55.

Staff of the Office of Research and Evaluation and other central administrators were asked if they had any questions for central or school administrators and/or teachers in fall 1982. A District evaluator and evaluation assistant worked individually with those submitting the questions to finalize the questions and samples. A final draft of the survey was produced in January 1983 and distributed to ORE and other key administrative staff for review. The question for the extracurricular activity is posted in Attachment J-1.

This year's survey included over twice as many questions as last year's. Therefore, it was computer generated this year and administrators answered only questions applicable to them. Some questions applied to all administrators--these were answered by all central and a random half of the elementary and secondary principals. Other questions that applied to elementary or secondary school administrators only were randomly given to

Responses	Number of Responses	Percent of Total
Changes are needed	17	28
No changes are necessary	40	66
Not specified	1	2
Do not know	3	5
Total	61	101*

*Does not total 100 percent due to rounding error.

Figure J-1. CATEGORIES OF ADMINISTRATORS' COMMENTS CONCERNING CHANGES IN THE PROVISION OF EXTRACURRICULAR TRANSPORTATION.

Attachment J-2.

ADMINISTRATOR COMMENTS TO ITEM 32

(Page 1 of 3)

11. Busses leave early, and sometimes they are extremely late.

TOTAL COMMENTS	16
SURVEYS WITH NO COMMENTS	45

Chapter 2--Formula

Appendix K

CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATOR INTERVIEW

82.78

INSTRUMENT DESCRIPTION: Campus Extracurricular Transportation Interview Form

Brief Description of the instrument:

Five open ended questions developed to elicit general and specific information concerning the schools' role in the provision of extracurricular transportation.

To whom was the instrument administered?

All Junior High and High School administrators who were assigned the role of campus extracurricular transportation coordinator.

How many times was the instrument administered?

Once, in a face-to-face interview format.

When was the instrument administered?

Interviews were conducted between January 26, 1983 and February 23, 1983. A telephone call one week prior to the interview date to establish an appointment served as notice.

Where was the instrument administered?

In the office of each administrator.

Who administered the instrument?

The Chapter 2--Formula evaluation intern.

What training did the administrators have?

General training in interview procedures.

Was the instrument administered under standardized conditions?

N/A

Were there problems with the instrument or the administration that might affect the validity of the data?

Unknown.

Who developed the instrument?

The Office of Research and Evaluation.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

183

82.78

CAMPUS EXTRACURRICULAR TRANSPORTATION INTERVIEW

Purpose

The Campus Extracurricular Transportation Interview activity was conducted in Spring 1983. It was designed to collect general and specific information concerning the school's role in the provision of extracurricular transportation for junior and senior high school students under the District's desegregation plan. An effort was made to match the questions included in this interview with those of the dispatcher, teacher, and administrator surveys to gain an overall understanding of the extracurricular transportation activity as it relates to students traveling on bus routes created by the District's desegregation plan.

The survey was designed to contribute information for the following decision and evaluation questions from the Chapter 2--Formula Evaluation Design:

Decision Question D1: Should the District continue to fund the same activities under Chapter 2 in the future?

Evaluation Question D1-3: Does the Chapter 2 funded extracurricular program meet its specified goals?

Decision Question D3: Should AISD continue to use Chapter 2 funds to provide transportation for extracurricular activities?

Evaluation Question D3-1: What kinds of extracurricular transportation activities are provided to schools?

Evaluation Question D3-3: How is extracurricular transportation coordinated between the schools and the Department of Transportation?

Evaluation Question D3-4: Are there ways in which the provision of extracurricular transportation could be improved and/or be made more cost effective? From the Transportation Department's perspective? From the schools' perspective?

The major areas addressed by the interview process include: the role of the Campus Extracurricular Transportation Coordinator (CETC), services provided to schools, operating procedures, problems with service provisions, and suggestions for improvement.

Procedure

Instrument. The "Campus Extracurricular Transportation Interview" format was developed by Office of Research and Evaluation staff during the fall of the 1982-83 school year. Input was solicited from the Chapter 2 Formula Evaluator, the Chapter 2 Grant Planning Administrator, and the Transportation Director. A copy of the interview instrument is shown in Attachment K-1.

Sample. The interview was administered to administrators who were designated as CETC's. The identification of junior and senior high school administrators who served as CETC's was accomplished by consulting a list entitled, "Persons Chosen to Represent Secondary Campuses in the Area of Late Busses for Students Staying After School for Band, Athletics, Choir, etc." There was a total of 19 CETC's: ten at the junior high school level and the remainder at the senior high school level. The name of each CETC was verified through the initial telephone contact used to establish an interview time and date.

Implementation. Interviews were conducted between January 26 and February 23, 1983. CETC's were contacted by telephone to inform them of the purpose of the interview and to establish a meeting time and date. A follow-up call was made the day before the scheduled interview to establish or confirm a specific time. The interview was conducted within the administrator's office. The average interview time was fifteen minutes. Comments were noted on the interview sheets. An identification number was added to each completed questionnaire so that each respondent could be identified if they had to be recontacted. A total of 19 CETC's were interviewed, representing a response rate of 100 percent.

Data Analysis. The data was analyzed using a hand-held calculator. The number and percent of respondents answering each question in various ways were calculated. Responses were analyzed for the total group; therefore, there is no breakdown between junior and senior high school CETC's.

Results

Responses. The CETC's were asked five open-ended questions concerning the schools' perspective of the extracurricular transportation activity. The interview form is contained in Attachment K-1. Because of the general nature of the interview questions no one question specifically addressed any one particular decision or evaluation question; therefore, the responses are listed by interview question.

Question 1: What role do you play in the coordination of extracurricular transportation activity?

Equal percentages, 36 percent, of CETC's stated that coordination and supervision were their primary roles in their school extracurricular transportation program. A tally of the responses related to this issue are

depicted in Figure K-1. A listing of the specific responses is contained in Attachment K-2.

Analysis of the responses to question 1 showed that 42 percent of the CETC's stated that their primary duties were school related. The second most common category was "Tasks pertaining to the transportation department;" 26 percent of the CETC's stated that their primary area of work concerned interactions with the transportation department.

A description of the total results is contained in Figure H-2. A more detailed breakdown of responses is contained in Attachment K-3.

Question 2: What kinds of extracurricular transportation services are provided to your school?

A majority of the CETC's, 63 percent, stated that their school was provided with two afternoon bus runs. The first bus run was classified as the activity run, the second as the athletic run. The second most common category of service was the provision of a morning activity run in addition to the afternoon activity and athletic runs; 36 percent of the CETC's stated that they had received this level of service. Figure K-3 contains a tabular description of the findings related to this issue. Lyndon Baines Johnson Senior High School is not provided with desegregation-related extracurricular transportation services because it is a neighborhood school (i.e., none of its students are bussed).

A further examination of the responses associated with question 3 yielded information concerning the uses pertaining to each activity. The primary use concerning the morning activity was band practice. No primary usage was indicated for the afternoon run. The athletic run busses were used almost exclusively for athletic purposes. Figure K-4 contains specific information concerning the above and other areas of service provision.

Question 3: Does your school have a standard procedure to inform the transportation department of changes in extracurricular transportation needs?

Examination of the data showed that 89 percent of the CETC's had a standard procedure. The remaining eleven percent stated that they had none. Figure K-5 has a full description of these results.

The most commonly stated procedure used by CETC's was to contact main transportation office personnel; 52 percent stated they used this approach. The next most common procedure was for the CETC to contact transportation personnel at one of the four bases. A complete description of the approaches used by CETC's is presented in Figure K-6.

Question 4: Are there any problems with the current procedure used to assign extracurricular busses to your school?

A majority, 84 percent, of the CETC's stated that they did not have a problem with the procedures used to assign extracurricular busses to their

schools. The remaining 16 percent stated that they had problems. Figure K-7 contains a tabular description of this information.

Question 5: The best way to improve the extracurricular transportation activity might be to...

The two most common response categories were: "Improve scheduling and planning" and "No improvement necessary." Each category accounted for 21 percent of the total. The next most common suggestion, "Provide smaller busses," accounted for 16 percent of the total. Figure 8 contains a complete listing of the response categories. A complete description of the responses is included in Attachment K-4.

Type of Role	Number of Responses	Percent of Total
Coordination	7	37
Supervisory	7	37
Liaison	2	11
Undefined	2	11
Performs no role	1	5
Total	19	101*

*Does not total 100 percent due to rounding error.

Figure K-1. ROLES OF CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATORS.

Extracurricular Transportation Tasks	Number of Responses	Percent of Total
School-related activities	8	42
Interaction with transportation department	5	26
Undefined tasks	5	26
Working with parents	1	5
Total	19	99*

*Does not total 100 percent due to rounding error.

Figure K-2. EXTRACURRICULAR TRANSPORTATION TASKS PERFORMED BY CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATORS.

Type of Service Provided	Number of Responses	Percent of Total
Afternoon activity and athletic bus service	12	63
Afternoon activity and athletic bus service plus morning bus service	6	32
No assigned busses	1	5
Total	19	100

Figure K-3. TYPE OF DESEGREGATION EXTRACURRICULAR TRANSPORTATION SERVICES PROVIDED TO SELECTED SCHOOLS.

Activity		Number of Responses
Morning Activity Bus		6
1. Band practice	3	
2. Not specified	3	
Afternoon Activity Bus		14
1. Detention	2	
2. Drill team	1	
3. General purpose	1	
4. Academic purposes	1	
5. Drama class	1	
6. Club activity	2	
7. Computer class	1	
8. Not specified	5	
Athletic Bus Service		18
1. Athletic service	8	
2. Athletic and other services	1	
3. Not specified	9	
Not applicable		1

Figure K-4. AREAS OF SERVICE PROVISION FOR MORNING, AFTERNOON, AND ATHLETIC BUS SERVICE.

Procedure	Number of Responses	Percent of Total
Standard procedure	17	89
No standard procedure	2	11
Total	19	100

Figure K-5. NUMBER OF SCHOOLS WITH A STANDARD PROCEDURE TO INFORM THE TRANSPORTATION DEPARTMENT OF CHANGES IN EXTRACURRICULAR TRANSPORTATION NEED.

Type of Procedure	Number of Responses	Percent of Total
Campus extracurricular transportation coordinator contacts the main transportation office	10	53
Campus extracurricular transportation coordinator contacts a transportation base	3	16
Campus extracurricular transportation coordinator asks the activity sponsor to contact the main transportation office	1	5
Activity sponsor asks the campus extracurricular transportation coordinator to contact the main transportation office	2	11
Activity sponsor contacts the main transportation office	1	5
No standard procedure	2	11
Total	19	101*

*Does not total 100 percent due to rounding error.

Figure K-6. TYPE OF STANDARD PROCEDURES EMPLOYED BY SCHOOLS TO INFORM THE TRANSPORTATION DEPARTMENT OF CHANGES IN EXTRACURRICULAR TRANSPORTATION NEEDS.

Response	Number of Responses	Percent of Total
No problems	16	84
Problems	3	16
Total	19	100

Figure K-7. NUMBER OF CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATORS WHO INDICATED A PROBLEM WITH THE PROCEDURES USED TO ASSIGN EXTRACURRICULAR BUSSES TO THEIR SCHOOL.

Suggestions	Number of Suggestions	Percent of Total
Provide smaller busses	3	16
Provide exclusive service to each school	2	11
Improve driver capabilities	2	11
Improve scheduling and planning	4	21
Expand program operations	2	11
Include additional actors	2	11
No improvement necessary	4	21
Total	19	102*

*Does not total 100 percent due to rounding error.

Figure K-8. CATEGORIES OF RESPONSES STATED BY CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATORS TO THE QUESTION: "THE BEST WAY TO IMPROVE THE EXTRACURRICULAR TRANSPORTATION ACTIVITY MIGHT BE TO...."

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CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATOR'S INTERVIEW

1. What role do you play in the coordination of extracurricular transportation activity?

2. What kinds of extracurricular transportation services are provided to your school?

3. Does your school have a standard procedure to inform the transportation department of changes in extracurricular transportation needs?

4. Are there any problems with the current procedure used to assign extracurricular busses to your school?

5. The best way to improve the extracurricular transportation activity might be to...

Type of Role	Number of Responses	Percent of Total
Coordination	7	37
Utilization of busses 1. Coordinate the use of busses 2. Make sure that busses are available	2	
Scheduling 1. Suggest minor alterations to schedule 2. Schedule the busses 3. Establish time of service 4. Fine tune the routing system 5. Modify transportation department schedule	5	
Supervisory	7	37
Working with sponsors 1. Ask sponsors about their transportation needs 2. Ask sponsor to turn in bus requests 3. Delegate scheduling authority	3	
General supervision 1. Supervise the extracurricular bus activity 2. Take charge of general transportation process at school 3. Insure that busses arrive on time 4. Insure that there are enough busses	4	
Liaison 1. Serve as contact person 2. Liaison between transportation office and sponsors	2	11
Undefined	2	11
Plays no role	1	5
Total	19	101*

*Does not total 100 percent due to rounding error.

Attachment K-2. PERCEIVED ROLES OF CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATORS.

Extracurricular Transportation Tasks	Number of Responses	Percent of Total
School-related activities	8	42
Human relations	3	
1. Handle discipline problems		
2. Handle children/driver problems		
3. Communicate the availability of late busses to students		
Program-related activities	5	
1. Monitor bus load and discipline issues		
2. Coordinate sponsors' program with bus runs		
3. Match students' needs with bus availability		
4. Insure students get home safely		
5. Monitor the boarding of busses		
Tasks pertaining to the transportation department	5	26
Scheduling	2	
1. Arrange for alterations in schedule		
2. Talk with central transportation concerning schedule		
Ordering busses	3	
1. Request extra busses		
2. Calling transportation department to inform them of change in need		
3. Keep transportation department appraised of our needs		
Undefined tasks	5	26
Working with parents	1	5
1. Work with parents to inform them of activity		
Total	19	99*

*Does not total 100 percent due to rounding error.

Attachment K-3. EXTRACURRICULAR TRANSPORTATION TASKS PERFORMED BY CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATORS.

Suggestions	Number of Suggestions	Percent of Total
Provide smaller busses 1. Send smaller busses rather than the large ones 2. Provide mini-bus service 3. Provide smaller busses	3	16
Provide exclusive service to each school 1. Assign each bus to one school 2. I would like to have our own busses, consolidation with other schools is something I do not approve of.	2	11
Improve driver capabilities 1. Drivers need to discipline children better 2. Provide additional interpersonal skills training to drivers	2	11
Improve scheduling and planning 1. Have busses arrive at school earlier 2. Institute shorter routes to limit students' time on bus 3. Pass system 4. Improved planning and projection of needs	4	21
Expand program operations 1. Extend service to non-desegregated routes 2. Provide two-way radio on all busses	2	11
Include additional actors 1. Combine service with Austin Bus System 2. Increase parent-student involvement in extracurricular transportation	2	11
No improvements necessary	4	21
Total	19	102*

*Does not total 100 percent due to rounding error.

Attachment K-4. CAMPUS EXTRACURRICULAR TRANSPORTATION COORDINATORS' RESPONSES AS TO THE BEST WAY TO IMPROVE THE EXTRACURRICULAR TRANSPORTATION ACTIVITY.

Chapter 2--Formula

Appendix L

BASE DISPATCHER INTERVIEW CONCERNING THE EXTRACURRICULAR TRANSPORTATION ACTIVITY

INSTRUMENT DESCRIPTION: Base Dispatcher Interview

Brief Description of the instrument:

The interview consisted of three open-ended questions designed to elicit general and specific information concerning the base dispatchers' perception of several aspects relating to the provision of extracurricular transportation to secondary schools. These aspects are: methods of contact between the schools and the transportation bases, problems related to equipment and scheduling, and suggestions for improvement. All interviewees were asked every question.

To whom was the instrument administered?

To all base dispatchers (n=8).

How many times was the instrument administered?

Once.

When was the instrument administered?

January 5 - February 3, 1983.

Where was the instrument administered?

In a location of the interviewees' choice, usually their office.

Who administered the instrument?

The Chapter 2--Formula Evaluation Intern.

What training did the administrators have?

General training in interviewing techniques.

Was the instrument administered under standardized conditions?

Not applicable.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

The Evaluation Intern.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

Some item responses may be compared to those of administrators and campus extracurricular transportation coordinators.

BASE DISPATCHER INTERVIEW

Purpose

The Base Dispatcher Interview was conducted in Spring 1983. The Interview was designed to address the following decision and evaluation questions:

> Decision Question D3: Should the Austin ISD continue to use Chapter 2 funds to provide transportation for extracurricular activities?
>
> > Evaluation Question D3-3: How is extracurricular transportation coordinated between the schools and the Department of Transportation?
> >
> > Evaluation Question D3-4: Are there ways in which the provision of extracurricular transportation could be improved and/or be made more cost effective? From the Transportation Department's perspective? From the schools' perspective?

Procedure

The Base Dispatcher Interview was designed to collect general and specific information concerning several aspects of the provision of extracurricular transportation. Some of the questions are similar to those of the administrator survey questions for extracurricular transportation and the campus extracurricular transportation interview questionnaire. This similarity of questions allows for the development of an overall description of the extracurricular transportation activity. The topics covered included the nature of the working relationship between the schools and the transportation department concerning extracurricular transportation, method of contact between the transportation base and schools, and reasons for contact between the transportation department bases and schools.

Instrument. The Base Dispatcher Interview form was developed by Office of Research and Evaluation staff during late winter and early spring of the 1982-83 school year. Contributions were solicited from the Chapter 2--Formula Evaluator and the Transportation Director. A copy of the questionnaire is contained in Attachment L-1.

Sample. During the time the interviews were conducted the Austin Independent School District maintained four separate transportation bases. Each of these bases participated in the provision of extracurricular transportation for secondary students served by bus routes established under the District desegregation plan. There were two dispatchers assigned to each base: a morning and afternoon dispatcher. The dispatcher oversees the assignment of early morning and late afternoon/evening busses concerning

extracurricular activities. Dispatchers were selected to be interviewed because of their knowledge concerning operational issues associated with the provision of extracurricular transportation. All eight dispatchers were interviewed; this represents a contact rate of 100 percent.

Implementation. The interview process began on January 5 and was completed on February 3, 1983. The original interview schedule for dispatchers was not strictly adhered to due to scheduling conflicts between the interviewer and the dispatchers. The selected interview dates were noted with an asterisk on the bus monitor observation schedule. A copy of this schedule is posted in Attachment L-2. Interviews ranged in length from 10 to 25 minutes. Each dispatcher was provided with a general description of the interview purpose by transportation department personnel prior to each interview. The Chapter 2--Formula Evaluation Intern provided each dispatcher with a more detailed description of the interview's purpose prior to the beginning of the interview. An identification number was written on each completed questionnaire to aid in identifying each dispatcher's responses in the event there was a need for recontact. All interviews were conducted by the Chapter 2--Formula Evaluation Intern.

Data Analysis. The dispatchers' comments were analyzed using content analysis techniques. The number and percent of total concerning each question were calculated using a hand-held calculator.

Results

Base dispatchers' responses to the three open-ended questions concerning extracurricular transportation are summarized below. Their responses are listed by survey question, because the general nature of the interview questions did not allow any one interview question to address any one particular decision or evaluation question.

Question 1: Regarding extracurricular transportation, dispatchers are the primary source of contact between the transportation department and the school. Could you describe the nature of this working relationship?

This question was included in the interview questionnaire to gain an understanding of the process used to coordinate activities between the transportation department and the schools which receive extracurricular transportation for desegregation purposes.

Responses to this question yielded comments concerning six specific issues: method of contact used by schools, type of school personnel who contact base dispatchers, method of contact used by base dispatcher, type of school personnel contacted by base dispatchers, reasons schools give for contact, and reasons base dispatchers initiate contact with school personnel. Each of these issues will be addressed in turn.

Method of contact used by schools to notify base dispatchers of changes in extracurricular transportation needs. An analysis of the comments concerning this issue showed that the method of contact was evenly divided between

the schools contacting the main transportation office personnel who then contact the appropriate base and the school contacting the base directly. Figure L-1 contains a numerical description of the above comments.

Type of school personnel who inform base dispatchers of changes in extracurricular transportation needs. This issue concerns the type of school personnel who informed base dispatchers of changes in extracurricular transportation needs. The dispatchers' comments indicated that no single type of school personnel was much more likely to contact transportation department personnel than any other. Figure L-2 contains a complete listing of the type of contacting person and the percentage of mentions per type. The information suggests that each school uses more than one type of contact person to inform the transportation department of changes in extracurricular transportation needs.

Method of contact used by base dispatchers to inform schools of changes in the provision of extracurricular transportation. The third issue related to question 1 concerned the method of contact used by base dispatchers to inform schools of changes in the provision of extracurricular transportation. All dispatchers stated that they contacted school personnel directly. Figure L-3 depicts this information in a tabular format.

Type of school personnel contacted by base dispatchers. The most common contact was office personnel, this is somewhat surprising since they are not directly responsible for sponsoring extracurricular activities. Figure L-4 provides a complete listing of responses.

Reasons schools give for initiating contact with the transportation department. Base dispatchers reported that the most common reason for contact was to request extra busses. This category received 63 percent of the total mentions. A complete description of the responses concerning this issue is reported in Figure L-5.

Reasons given by base dispatchers for initiating contact with school personnel. No one particular response category received a majority of the total mentions. Figure L-6 displays the findings related to this issue.

In general extracurricular transportation follows a routine pattern; the routes are established by the main transportation office personnel prior to the beginning of each school year. The relationship between schools and base dispatchers is evident only when changes in the scheduling or number of busses becomes an issue.

Question 2: Are there any problems with the current procedures used to assign extracurricular busses to schools?

This interview question was designed to learn whether there are problems with the provision of extracurricular transportation from the transportation department's perspective. The responses were structured into two major categories: school related concerns and transportation department concerns. School related issues were mentioned by the majority, 63 percent, of the

base dispatchers as the primary source of problems. This category was followed in frequency by transportation department concerns. The most common areas of concern were the requesting of the wrong number of busses and the lack of sufficient advance notice concerning changes in transportation needs. Figure L-7 has a tabular description of the above comments. The most common problem mentioned by campus extracurricular transportation coordinators was poor student supervision by drivers. School personnel were very pleased with the quality of extracurricular transportation service (see Appendix K).

Question 3: The best way to improve the provision of extracurricular transportation is to...

This question was designed to elicit suggestions concerning improvements in the provision of extracurricular transportation service for bus routes established for desegregation purposes. Each base dispatcher was asked what changes they would recommend to improve the current method of service provision. Their suggestions were assigned to two categories: school related improvements and transportation department improvements. Half of the dispatchers suggested transportation department improvements, while 38 percent mentioned some school related concern. A majority of the campus extracurricular transportation coordinators also suggested that the transportation department provision of service was the area needing the most change (see Appendix K). Figure L-8 provides a listing of the suggestions under each of these major headings plus a further division by subheading.

Establishing a working relationship between the schools and the base dispatcher would be an important procedural change. The Campus Extracurricular Transportation Coordinator Program (CETC Program) was established to create this linkage, however, the program is not functioning at the level necessary to limit the duplication of calls. This is noted by the number of school contacts made directly to the main transportation base providing services to that school and the finding that only two of the base dispatchers mentioned an awareness and use of the CETC program.

Method of Contact	Number of Responses	Percent of Total
The schools contact the main transportation office, whose personnel then call the appropriate base.	4	50
The schools contact the bases directly.	4	50
Total	8	100

Figure L-1. METHOD OF CONTACT USED BY SCHOOLS TO NOTIFY BASE DISPATCHERS OF CHANGES IN EXTRACURRICULAR TRANSPORTATION NEEDS.

Contacting Person	Number of Responses	Percent of Total
Schools' office personnel	2	25
School administrators	2	25
Extracurricular activity sponsors	2	25
Teacher	1	12
Not specified	1	12
Total	8	99*

*Does not total 100 percent due to rounding error.

Figure L-2. TYPE OF SCHOOL PERSONNEL WHO INFORM BASE DISPATCHERS OF CHANGES IN EXTRACURRICULAR TRANSPORTATION NEEDS.

Method of Contact	Number of Responses	Percent of Total
Direct contact with schools	8	100
Total	8	100

Figure L-3. METHOD OF CONTACT USED BY BASE DISPATCHERS TO INFORM SCHOOLS OF CHANGES IN THE PROVISION OF EXTRACURRICULAR TRANSPORTATION.

Person Contacted	Number of Responses	Percent of Total
Office personnel	3	38
School administrators	2	25
Extracurricular activity sponsors	2	25
Not specified	1	12
Total	8	100

Figure L-4. TYPE OF SCHOOL PERSONNEL CONTACTED BY BASE DISPATCHERS.

Reason for Contact	Number of Responses	Percent of Total
Request for extra busses	5	63
Bus not on time	2	25
Not specified	1	12
Total	8	100

Figure L-5. REASONS SCHOOLS GIVE FOR INITIATING CONTACT WITH THE TRANSPORTATION DEPARTMENT, AS REPORTED BY BASE DISPATCHERS.

Reason for Contact	Number of Responses	Percent of Total
Notification of late bus	2	25
Mechanical difficulties	2	25
Verification of request	1	12
Not specified	3	38
Total	8	100

Figure L-6. REASONS GIVEN BY BASE DISPATCHERS FOR INITIATING CONTACT WITH SCHOOL PERSONNEL.

Problems		Number of Responses	Percent of Total
School related concerns		5	63
1. Schools order too many busses	1		
2. Schools order too few busses	2		
3. Lack of sufficient advance notice concerning changes in transportation needs	2		
Transportation department concerns		2	25
1. Not enough spare busses	1		
2. Not enough large busses	1		
No problems		1	12
Total		8	100

Figure L-7. PROBLEMS ASSOCIATED WITH THE PROVISION OF EXTRACURRICULAR TRANSPORTATION AS STATED BY BASE DISPATCHERS.

Suggestions		Number of Responses	Percent of Total
School related improvements		3	38
1. Improve the bus requisition process	2		
2. Get more schools to limit bussing	1		
Transportation department improvements		4	50
1. Purchase more busses	2		
2. Purchase larger busses	1		
3. Institute provision for extra drivers	1		
No improvements needed		1	12
Total		8	100

Figure L-8. IMPROVEMENTS IN THE PROVISION OF EXTRACURRICULAR TRANSPORTATION STATED BY BASE DISPATCHERS.

D-3. Extracurricular Transportation--Dispatchers' Survey

1. Regarding extracurricular transportation, dispatchers are the primary source of contact between the transportation department and the school. Could you describe the nature of this working relationship?

2. Are there any problems with the current procedures used to assign extracurricular busses to schools?

3. The best way to improve the provision of extracurricular transportation is to...

To be administered to selected bus terminal dispatchers.

Bus Monitor Observations, noted by Date, Bus Route Number, Base and Morning/Afternoon Routes

MORNING ROUTES

Route #	Observation Order	Date	Base**
121	1. Govalle	Jan. 5	North
90	2. Sanchez	Jan. 6	LBJ
98	3. Sunset Valley	Jan. 7	South
133	4. Oak Springs	Jan. 11*	LBJ
75	5. Rosewood	Jan. 18*	North
150	6. Sims	Jan. 19	North
95	7. Sunset Valley	Jan. 25*	South
183	8. Highland Park	Jan. 26*	Central
48	9. Metz	Feb. 1	LBJ
70	10. Allan	Feb. 2	North

Optional observation days February 8th and 9th.

AFTERNOON ROUTES

Route #	Observation Order	Date	Base
73	1. Allan	Jan. 5	North
142	2. Allan	Jan. 6	South
157	3. Norman	Jan. 7	LBJ
47	4. Metz	Jan. 11	LBJ
97	5. Sunset Valley	Jan. 19	South
10	6. Highland Park	Jan. 21	LBJ
113	7. Casis	Jan. 26	South
154	8. Sims	Feb. 2	LBJ
164	9. Bryker Woods	Feb. 4	Central
110	10. Govalle	Feb. 9	North

Optional observation days February 11th and 16th.

*Bus driver and Bus monitor interviews will be conducted concurrently in conjunction with observations. Interviews with Base Supervisors and Dispatchers (both morning and afternoon) will be conducted on dates with an asterisk. Observation/ Interview dates may vary due to unforeseen circumstances.

**Central Base = Criswell Center
LBJ Base = Deleon Terminal
North Base = Sneed Terminal
South Base = Saegert Center

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